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ABSTRACT

This curriculum guide is designed to help Oklahoma teachers of students in the 11th and 12th grades and of adult students to teach clothing management. The instructional materials in the guide were developed for use in a one-semester vocational home economics program. The guide contains six units that focus on the following subjects: wardrobe planning, stretching the clothing dollar, clothing care and maintenance, children's clothing, construction techniques, and altering ready-to-wear. Each unit contains some or all of the following components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. The format of the units follows a standardized vocational education curriculum format established for Oklahoma in 1970. (KC)

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Personal Clothing Management

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Developed by the
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For the Division of Home Economics Education
Joyce Thompson, State Supervisor
Oklahoma State Board of Vocational and Technical Education
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PERSONAL CLOTHING MANAGEMENT

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FOREWORD

We believe that the most effective way to improve vocational education is through the development and utilization of a good, sound instructional materials delivery system. We feel that *Personal Clothing Management* will improve program uniformity, set minimum program standards, and provide a means for higher levels of student and teacher accountability.

Personal Clothing Management is primarily designed for students in the eleventh and twelfth grades and for adult students. This in-depth study is designed to provide basic knowledge of personal clothing management. In *Personal Clothing Management*, attention is focused on wardrobe planning, stretching the clothing dollar, clothing care and maintenance, children's clothing, construction techniques, and altering ready-to-wear.

The instructional materials in *Personal Clothing Management* are developed for use in a one-semester vocational home economics program. It is believed that this in-depth curriculum will afford each home economics teacher an opportunity to increase the students' skills in personal clothing management. It is our belief that the total vocational home economics program will become more effective through its use.

Dr. Francis Tuttle, Director
State Department of Vocational
and Technical Education

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PREFACE

Today's society is very fast moving and the contacts we make may be very brief. It is important that all of the signals that we send are positive and received well by those we are hoping to impress. Your clothing will play a big part in determining if the signals are positive or negative.

Managing your clothing can be a simple pleasure or a big problem. The *Personal Clothing Management* curriculum guide will provide the students with the in-depth information that will make managing their clothing a simple pleasure. Students will gain knowledge in the areas of wardrobe planning, stretching the clothing dollar, clothing care and maintenance, children's clothing, construction techniques, and altering ready-to-wear.

As the needs of clothing managment are addressed, it is hoped that the students' present and future needs are addressed. It is hoped that this guide will provide the students with the information that they need for managing their total clothing needs.

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USE OF THIS PUBLICATION

Instructional Units

Personal Clothing Management contains six instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine the following

- Amount of material that can be covered in each class period
- Skills that must be demonstrated
    Supplies and equipment needed
    Amount of practice needed
    Amount of class time needed for demonstrations
- Supplementary materials, such as pamphlets and filmstrips, that must be ordered
- Resource people to contact

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective. Since the objectives of the unit provide direction for the teaching/learning process, it is important that teachers and students have a common understanding of the intent of the objectives.

The objective sheet should be given to students and referred to throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine students' prior knowledge and to determine whether further study or activities are necessary. Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

Suggested activities are included only in teacher materials. The suggested activities pages include an outline of the unit contents and an instructor's guide designed to assist teachers in planning their presentation of the unit. The instructor's guide provides suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units so that supplemental materials can be obtained, audiovisual materials prepared, and outside resources contacted. Duties of the teacher will vary according to the particular unit.

The references that are listed in the suggested activities are ones used in the development of each unit. They may be used by the teacher to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

The suggested activities section of the unit also includes supplements and transparency masters. Each of these components provides information in a special way. Supplements may consist of motivational materials, review or practice materials such as crossword puzzles and self-tests, or charts and reference materials. Supplements are designed to be copied and distributed to individual class members or to the class as a whole. Suggestions for their use are included in the instructor's guide. Transparencies direct the class' attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification or analysis is necessary. Order transparencies from the Curriculum and Instructional Materials Center, or make transparencies and place them in the notebook where they will be immediately available for use.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical-outline form and is keyed to the specific objectives.

Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide motivation for each unit.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience. They assist students in the application of knowledges that are necessary prerequisites to skill development. Assignment sheets may be given to the student for completion in class or may be used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or teacher for checking student progress. The scores of those assignment sheets listed in the specific objectives should be averaged with the unit test score, as the skills addressed in these assignment sheets are considered necessary in meeting the unit objective.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

The teacher should demonstrate to students the procedures outlined in each job sheet. Furthermore, the teacher needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Job sheet performance should be evaluated by the instructor and averaged with the unit test score, as the skills addressed in the job sheets are considered necessary in meeting the unit objective.

Tests (yellow pages)

The test provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each question. The final unit grade should be obtained by using the paper/pencil score and evaluations of student demonstrations of the desired skills.

Answers to Test and Assignment Sheets (pink pages)

Answers to test and assignment sheets are components designed to assist the teacher in evaluation of student performances.

Page Numbering

Each publication from the Curriculum and Instructional Materials Center (CIMC) is assigned a specific abbreviation. For example, *Personal Clothing Management* has been abbreviated PCM. The units are then numbered consecutively. An example of a page number is PCM-1. Since CIMC publications are loose leaf, this system of page numbering was adopted so that pages from different manuals would not get mixed up.

Methods of Disseminating Material

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder for the units. This is convenient for taking the materials home to study. Upon completion, each unit is then placed in a larger binder. The large binders may be purchased at cost from the CIMC. Some teachers store the materials by units in filing cabinets or boxes until needed. All the units may be given out at once if desired.

For best results, provide student materials for each student. Student materials contain everything but the test answers, answers to assignment sheets, and suggested activities. All tests are collated at the back of student material and should be removed and stored until needed.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

Competency Profiles

Competency profiles are folders used to document student performance. The profile contains a list of the specific job competencies that a student should achieve prior to leaving the training program. Competency profiles may be ordered from the State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. You can mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the (CIMC) of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Manager of Development
Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
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WARDROBE PLANNING
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to select wardrobe items and organize them for personal needs and activities. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Identify guidelines for wardrobe planning.
2. List resources to aid in wardrobe planning.
3. Identify factors to consider when making wardrobe selections.
4. List personal characteristics that affect colors one should select for wardrobe items.
5. List types of wardrobe extenders.
6. Identify reasons for using accessories.
7. Arrange in order guidelines for storing wardrobe items.
8. Identify guidelines for packing for travel.
9. Analyze how clothing affects image projection.
10. Identify classic styling in clothes.
11. Make a personal color key.
12. Choose appropriate accessories.
13. Evaluate personal closet space.
14. Plan clothing and other needs for travel activities.

WARDROBE PLANNING
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

  C. Supplements

    1. Supplement #1 — Instructions for Tying Neck Accessories

    2. Supplement #2 — Ties and Collars Most Flattering to Face Types

    3. Supplement #3 — Instructions for Making a Tie

  D. Information sheet

  E. Assignment sheets

    1. Assignment Sheet #1 — Analyze How Clothing Affects Image Projection

    2. Assignment Sheet #2 — Identify Classic Styling in Clothes

    3. Assignment Sheet #3 — Make a Personal Color Key

    4. Assignment Sheet #4 — Choose Appropriate Accessories

    5. Assignment Sheet #5 — Evaluate Personal Closet Space

    6. Assignment Sheet #6 — Plan Clothing and Other Needs for Travel Activities

  F. Answers to assignment sheets

  G. Test

  H. Answers to test

II. Instructor's guide

  A. Order materials to supplement unit.

    1. Books

      a. Goday, Dale. *Dressing Thin.* New York: Simon and Schuster, 1980.

SUGGESTED ACTIVITIES

   b. Jackson, Carole. *Color for Men.* New York: Ballantine Books, 1984.

   c. Molloy, John T. *The Men's Dress for Success Book.* New York: Warner Communications Company, 1976.

   d. Molloy, John T. *The Women's Dress for Success Book.* New York: Warner Communications Company, 1978.

   e. Thourlby, William. *You Are What You Wear.* New York: New American Library, Inc., 1978.

2. Videotapes

   a. *Selecting Colors for You*

   b. *Packing Clothing for Travel*

   (NOTE: These color videotapes are available for purchase from the State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.)

3. Slide/tape presentations

   (NOTE: The following slide/tape presentations and others may be available by contacting your county Oklahoma State University Extension Home Economist.)

   a. *Accessories Make a Difference.* Color slides and audio cassette, 11 minutes, University of Missouri, 1982. Available from the University of Missouri Cooperative Extension Center, Columbia, Missouri.

   (NOTE: This slide/tape presentation shows how to use accessories to help achieve a total look and stretch your wardrobe.)

   b. *Button Up the Fashion Look.* Color slides and script, self-paced, Stacy Fabrics, 1980. Available from Stacy Fabrics Corp., 469 7th Avenue, New York, New York 10018.

   (NOTE: This slide presentation shows how to choose buttons for particular garments and how to use buttons to accessorize a garment.)

4. Teaching Kits

   a. *Color Cues.* Color filmstrip and script, self-paced, Color Cues, 1983. Available from Color Cues, 6523 Waggoner, Dallas, Texas 75230.

   (NOTE: This filmstrip teaching kit contains fabric samples that fit under the neck. There are many different colors available in a set and from these colors you can decide which ones complement your complexion and/or personality.)

SUGGESTED ACTIVITIES

b. *Clothing: Image and Impact.* Dallas: South-Western Publishing Co., 1983. Available from South-Western Publishing Company, Dallas, Texas.

(NOTE: This teaching kit contains six activity booklets titled "Clothing: The Message Center," Booklet 1; "The Good News Is Color," Booklet 2; "Your Figure: An Asset," Booklet 3; "Tune In to Fashion," Booklet 4; "Getting to Know You," Booklet 5; "Wardrobe Wheels: An Action Plan," Booklet 6.)

B. Provide students with objective sheet.

C. Discuss unit and specific objectives. Introduce unit by using Information Sheet, Section I and Assignment Sheet #1.

SUGGESTIONS:

- Aid students in completing a basic wardrobe list that would be appropriate for them as high school students.
- When students are completing Assignment Sheet #1, point out that good wardrobe organization will help them send the message that they are wanting to project.
- Provide students with information on careers in the area of wardrobe consulting. Invite a resource person to speak to the class on how to be an entrepreneur in the clothing business.
- In the discussion of Section I, ask the students to list clothing items that they have purchased in the past months and label the items as needs or wants.
- Have students cut from fashion magazines, pattern books or catalogs pictures of items that they consider to be wardrobe staples. Discuss the importance of having these items in their wardrobes.

D. Discuss information and assignment sheets.

1. Discuss resources to aid in wardrobe organization. Use Information Sheet, Section II.

   SUGGESTIONS:

   - Have students make a list of activities in which they plan to participate in the coming week. For each activity, discuss what is appropriate to wear. Have students list outfits they own which they could wear to the activities. Then have students inventory their clothes. Use Assignment #4 in *Home Economics II* (p. 115-C). After inventory is completed have students list items that they need.

SUGGESTED ACTIVITIES

- Take students on a field trip to a used clothing store. If a field trip is not possible, ask the owner to come to the class and give a mini style show using items from his or her store. Point out the amount of money that can be saved by shopping at such places as used clothing stores and garage sales.

- Have students complete a recycling project. Use Assignment Sheet #5 in *Home Economics II* (p. 121-C). Ask students questions to determine the feasibility of a recycling project.

  EXAMPLES: Do I have the patience and ability to produce a successful garment?

  Is the fabric strong enough to justify remodeling?

  Is the remodeled garment needed or would my time be better spent doing something else?

  Will it cost as much or more to remodel the old garment than to buy a new one?

  Will the remodeled garment be becoming, or will it look made over?

  Am I sure that I have enough fabric to make the desired changes?

2. Help students identify classic styling in clothes and discuss factors to consider when making wardrobe selections. Use Information Sheet, Section III and Assignment Sheet #2.

   SUGGESTIONS:

   - Discuss with students that items of similar style and look may not be the same quality and this may be reflected in the price.

   - Discuss fads and fashions.

   - After students cut pictures of clothing from fashion magazines, pattern books and catalogs, assist students to classify clothing into categories of fad and fashion. Mount pictures on a bulletin board under the appropriate headings.

3. Aid students in making a personal color key (Assignment Sheet #3) and use Information Sheet, Section IV to discuss factors that affect the colors that maximize personal appearance.

   SUGGESTIONS:

   - Review with students "Color," Unit II from *Home Economics I* (p. 27-G).

SUGGESTED ACTIVITIES

- Point out to students that color is everywhere. Allow them to examine natural materials such as stones, shells, and flowers. Ask them to list the colors that they find.

- Have students view videotape *Selecting Colors for You.*

- Invite a color consultant to speak to the students on the importance of choosing colors that complement skin tones.

- Use *Color Cues* teaching kit, allowing students to work in groups when making decisions about their best colors.

- Show students how light affects color. Select a group of solid-colored fabrics. Examine them in daylight, fluorescent light, and incandescent light.

- Assemble samples of fabrics with different textures, but identical colors. Discuss how the texture affects the color.

4. Present information on choosing appropriate accessories, reasons for using accessories, and types of wardrobe extenders. Use Information Sheet, Sections V and VI, Assignment Sheet #4, and Supplements #1 and #2.

SUGGESTIONS:

- Allow students to view slide/tape presentation *Button Up the Fashion Look.*

- Display a variety of accessories on a bulletin board. Title bulletin board "Accessories Add Interest." Put such items as ties, scarves, belts, and handkerchiefs on the bulletin board.

- Invite a resource person from a clothing store to demonstrate ways to use accessories effectively. Ask the resource person to show a variety of ways to tie scarves and neckties. Ask resource person to encourage students to wear accessories tastefully. Allow students to complete Part I of Assignment Sheet #4.

- Provide students with magazines for completing Parts II and III of Assignment Sheet #4.

- Ask students to bring ties and scarves to class. Allow students to practice tying ties when discussing Supplement #1.

- Give students assistance in selecting fabric when completing Part IV of Assignment Sheet #4, and Supplement #3. If students prefer, allow them to make an accessory of their choice.

SUGGESTED ACTIVITIES

5. Emphasize the importance of evaluating personal closet space before beginning to organize a closet. Use Information Sheet, Section VII, and Assignment Sheet #5.

   SUGGESTIONS:

   - Take students on a field trip to see a well-organized closet.
   - Make a display of closet organizing items for students to examine. Tell students the advantages and disadvantages of using each one.
   - Invite a resource person to class to show storage equipment that can be easily installed into closets.

6. Assist students in planning clothing and other needs for travel activities and discuss guidelines for packing for travel. Use Information Sheet, Section VIII, and Assignment Sheet #6.

   SUGGESTIONS:

   - Demonstrate Job Sheet #1 in *Family Living* (p. 71-E) on proper suitcase packing techniques.
   - Show videotape *Packing Clothing for Travel.*
   - When students complete Assignment Sheet #6, discuss the travel Capsule Concept. The Capsule Concept is a way of coordinating a number of separate clothing components on the basis of color, fabric and shape.
   - Invite a resource person from a travel agency, airline, or department store to demonstrate proper packing procedures. Also ask the resource person to give information about what to look for when buying luggage and information on what is available.

E. Give test.

F. Reteach and retest if necessary.

III. Unit references

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SUGGESTED ACTIVITIES

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E. Erwin, Mabel, and Lila Kinchen. *Clothing for Moderns.* New York: Macmillan Publishing Co., Inc., 1979.

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O. Wallach, Janet. *Working Wardrobe.* Washington, D.C.: Acropolis Books, Ltd., 1981.

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B. Sawatzky, Joyce. *Family Living.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

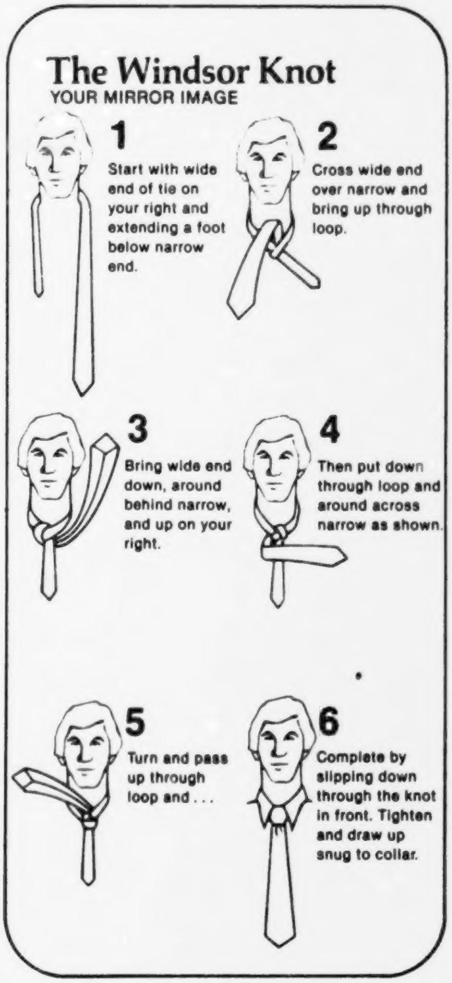
SUGGESTED ACTIVITIES

SUPPLEMENT #1 — INSTRUCTIONS FOR TYING NECK ACCESSORIES

NAME ____

An endless variety of ties and scarves are available. They can stretch your wardrobe by changing the look of your outfits.

Pictured below are a variety of ways to use these accessories.



The Windsor Knot
YOUR MIRROR IMAGE

1 Start with wide end of tie on your right and extending a foot below narrow end.

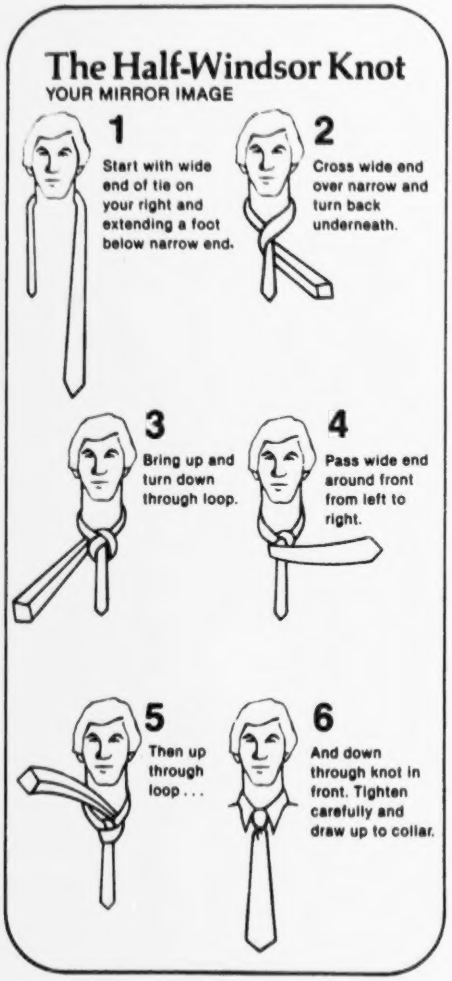
2 Cross wide end over narrow and bring up through loop.

3 Bring wide end down, around behind narrow, and up on your right.

4 Then put down through loop and around across narrow as shown.

5 Turn and pass up through loop and . . .

6 Complete by slipping down through the knot in front. Tighten and draw up snug to collar.



The Half-Windsor Knot
YOUR MIRROR IMAGE

1 Start with wide end of tie on your right and extending a foot below narrow end.

2 Cross wide end over narrow and turn back underneath.

3 Bring up and turn down through loop.

4 Pass wide end around front from left to right.

5 Then up through loop . . .

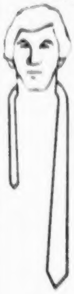
6 And down through knot in front. Tighten carefully and draw up to collar.

Used with permission of Briar Neckwear and Jewelry, Los Angeles, California.

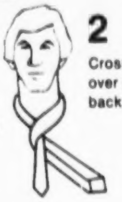
SUPPLEMENT #1

The Four-in-Hand Knot

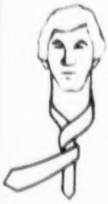
YOUR MIRROR IMAGE



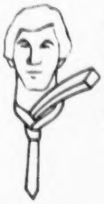
1 Start with wide end of tie on your right and extending a foot below narrow end.



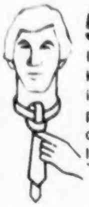
2 Cross wide end over narrow, and back underneath.



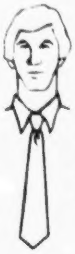
3 Continue around passing wide end across front of narrow once more.



4 Pass wide end up through loop.



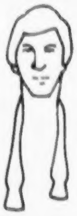
5 Holding front of knot loose with index finger, pass wide end down through loop in front.



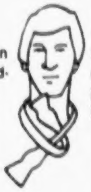
6 Remove finger and tighten knot carefully. Draw up tight to collar by holding narrow end and sliding knot up snug.

The Bow Tie

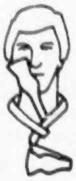
YOUR MIRROR IMAGE



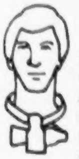
1 Start with end in left hand extending 1½" below that in right hand.



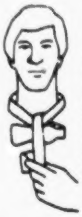
2 Cross longer end over shorter and pass up through loop.



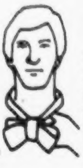
3 Form front loop of bow by doubling up shorter end (hanging) and placing across collar points.



4 Hold this front loop with thumb and forefinger of left hand. Drop long end down over front.



5 Place right forefinger, pointing up, on bottom half of hanging part. Pass up behind front loop and . . .



6 Poke resulting loop through knot behind front loop (see illustration). Even ends and tighten.

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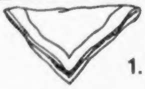
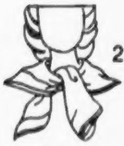
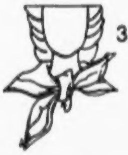
THE WINDSOR KNOT



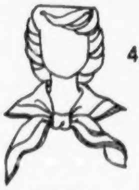
1. Start with a triangle.



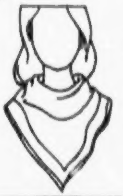
2. Right end over left and tie.



3. Left over right and tie.



4. Leave the knot in front, or . . .

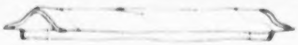


5. Place knot at the back of the neck, "cowboy fashion".

Used with permission of Echo Scarfs, Inc., New York, New York.

SUPPLEMENT #1

THE SQUARE AROUND THE NECK

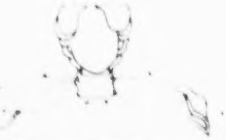


Tie your square on the bias for these.

THE SINGLE . . .

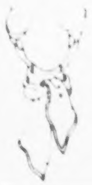
Simply knot your scarf, wearing it to the side.

THE DOG COLLAR . . .



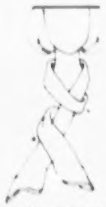
1. Starting from the front, double the scarf around your neck and bring the ends back to the front.

2. Loop the ends over one another or knot them, whichever you prefer.

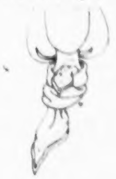


THE MAN'S TIE . . .

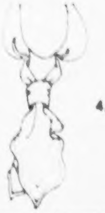
1. Make the left end shorter than the right.

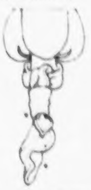


2. Hold the left end with the left hand, and wind the right end around the left two times.



3. Still holding the right end in the right hand, pull the right end up through the V and . .



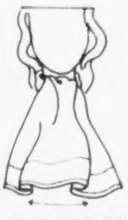


4. . . . pull down through the loop.

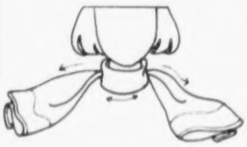
5. Hold left end in left hand and push knot up with right hand.

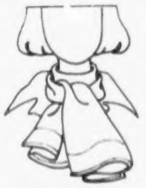
THE OBLONG FOR YOUR NECK

THE ASCOT: Tie the scarf around your neck once; loop one end over and spread open the gathers. Either leave the ends loose, or tuck them into an open neckline for a more tailored look.



THE DOG COLLAR OBLONG

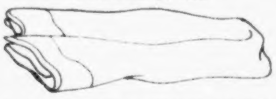




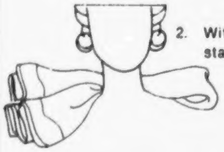
1. Starting in front, double the scarf around your neck and bring the ends back to the front.

2. Loop the ends gently over one another for a soft and pretty look.

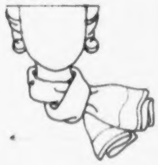
HACKING STYLE



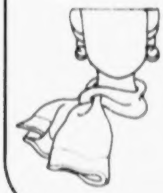
1. Your original shape folded in half.



2. With the scarf still in its original shape, start from the back of the neck.



3. Take the two ends and pull them through the loop.



4. Pull the ends in the opposite direction until the scarf fits as snugly around your neck as you like.

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SUGGESTED ACTIVITIES

SUPPLEMENT #2 — TIES AND COLLARS MOST FLATTERING TO FACE TYPES

NAME ____

More time should be given to the selection of the shirt and tie than any other items of clothing because they are closest to your face. By choosing the best tie and collar for your figure type, you can enhance your best qualities.

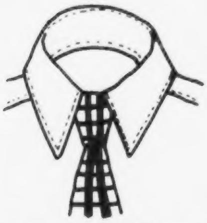
If you are heavy-set or have a round face, you should choose a standard collar, about three inches from the neck-band to the tip of the collar, or one that has slightly longer points. Your tie should be tied in a four-in-hand knot for either collar, or in a half-Windsor knot for the long point collar.

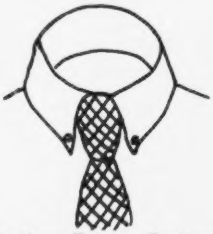
The person with a square face can wear the standard, button-down or pin collar with ease. The knot that looks best with all styles is the four-in-hand. However, if your face is a bit heavy, or if you have a short neck, you should avoid the pin collar.

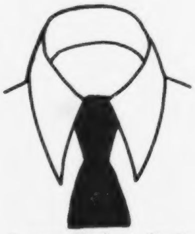
If you have a long face, a spread collar may work well for you. But if you are tall, the slightly shorter tabs on this collar may not look particularly attractive. In that case you should wear the standard collar. With the spread collar, a full or half-Windsor knot will look good, adding to the broadening effect that you want.

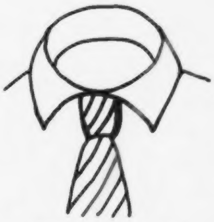
If you have an oval face, just about any shirt collar will look good on you (except the pin collar if your neck is somewhat short and heavy). Tie your tie in the four-in-hand knot.

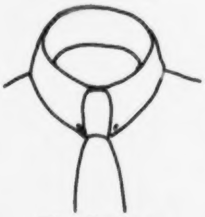
The long-point collar presents a faddish appearance and is styled to go with European peaked lapels. Proportion is the key here, and a long-point collar may be too dramatic with a three-piece suit.


Standard Collar


Button-Down Collar


Long-Point Collar


Spread Collar


Pin Collar

It is generally believed that the tie should come to the belt buckle; however, it is not a bad idea if the tie is actually a bit longer because such knots as the full Windsor knots require more length. A longer tie is suggested for the tall or heavy person, because there is a greater distance to the belt line.

Generally, the tie width should balance out your face. A tall, thin person should avoid narrow lapels and very narrow ties. Overly broad lapels and very wide ties are not flattering to him or her either. The tie width should relate to the width of lapel: narrow lapels, narrow tie; average, notched lapel, average, 3- to 3½-inch-wide tie; wide lapel, wide tie.

SUGGESTED ACTIVITIES

SUPPLEMENT #3 — INSTRUCTIONS FOR MAKING A TIE

NAME ______________________________

(NOTE: Ties and scarves can be a vital part of your wardrobe. They are a means of bringing the right colors close to your face. Even if you have a short neck, you can wear a tie or scarf as long as you keep the fabric soft so it is not too bulky.)

I. Equipment

  A. Fabric — One-eighth yard of forty-five inch width

  (NOTE: More than one-eighth yard may be needed if a wider tie is desired. Lightweight madras plaids and silks have good draping qualities.)

  B. Thread

  C. Shears

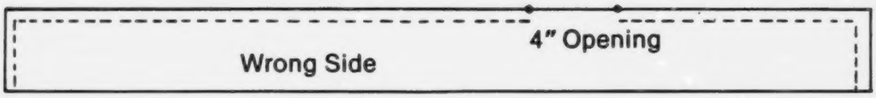
  D. Sewing machine

  E. Iron and ironing board

II. Procedure

  A. Fold fabric in half lengthwise with right sides together

  B. Stitch a one-fourth-inch seam along the three raw edges, leaving a four-inch opening in the center of the long side for turning the seam to the inside



  C. Trim corners

  D. Turn seams to the inside of the tie through the four-inch opening

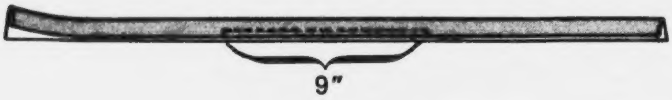
  E. Press tie

  (NOTE: When pressing, be sure the corners are nice and crisp and the seam lines are straight. Press under the open seams of the four-inch opening.)

  F. Fold pressed tie in half lengthwise

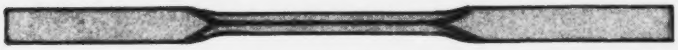
SUPPLEMENT #3

G. Stitch center nine inches very close to the edge



(NOTE: This will close the four-inch opening used for turning the tie and will also make the tie less bulky at the back of the neck.)

H. Turn tie so that the center nine-inch seam is to the inside



I. Press finished tie

WARDROBE PLANNING
UNIT I

INFORMATION SHEET

I. Guidelines for wardrobe planning (Assignment Sheet #1)

(NOTE: Wardrobe organization must be an ongoing process. When adding to your wardrobe, be sure to distinguish between needs versus wants and to consider items that you already own.)

A. Consider the image that you want to project

B. Plan ahead

(NOTE: Make plans for major expenditures such as coats, or suits over an extended period of time and make detailed plans for less costly items one season at a time.)

C. Consider more expensive garments first

D. Plan for versatility

(NOTE: In order to have the most versatile wardrobe possible, choose items that are harmonious in design, texture, and color.)

E. Consider fashion trends

(NOTE: Learn to recognize items that will be in style for two or three years. If you buy a wardrobe basic at full price when it comes into fashion, it will bring more satisfaction and value than if you pay half price for it when the style is dying out.)

F. Coordinate accessories

(NOTE: Accessories are important, but avoid wearing too many and having too many centers of interest.)

II. Resources to aid in wardrobe planning

A. Existing wardrobe

(NOTE: The existing wardrobe contains items on which to build.)

B. Home sewing

(NOTE: This resource is possible only if you have the skills and the time to sew.)

INFORMATION SHEET

C. Used clothing market

(NOTE: There are shops that sell high quality, seldom-used clothing that is in excellent condition.)

D. Recycled clothing

(NOTE: Adding trim, removing tired-looking decorations, dyeing, or altering can revitalize garments.)

E. New clothing purchases

III. Factors to consider when making wardrobe selections (Assignment Sheet #2)

(NOTE: Usually the people who make the most satisfactory use of their clothing money buy classic styles that remain wearable for long periods. They follow trends in colors and fabrics, but reserve their fad buying for small accessory items that can be discarded when the fad disappears.)

A. Style — Cut or design of a garment; describes a type of garment with certain unchanging characteristics

EXAMPLES: Shirtwaist dresses; blue jeans; blazer jackets

B. Fashion — Styles that are currently prevailing and popular

EXAMPLES: Length of skirts, width of lapels

C. Fad — Strikingly different item that is popular for a short period of time

(NOTE: Items that are considered fads usually last less than one year.)

EXAMPLES: Socks with individual toes; dog-leash belts

D. Trend — Special colors, fabrics, or shapes that are stressed within a fashion picture

E. Classic — Basic style that has received acceptance for a long time

EXAMPLE: Blazer

IV. Personal characteristics that affect colors one should select for wardrobe items (Assignment Sheet #3)

(NOTE: Color should be the starting point of wardrobe planning.)

A. Skin color and tone

(NOTE: Skin color may range from white to black and can be divided into four categories: fair, medium, dark, and black. Skin tone refers to the amount of blue or gold undertones in the skin. One should choose colors that complement his or her skin tone and color.)

INFORMATION SHEET

B. Hair color

C. Eye color

D. Body build

(NOTE: Light colors often make a person appear larger, while dark colors may make a person appear smaller.)

V. Types of wardrobe extenders (Supplement #1, Assignment Sheet #4)

(NOTE: Wardrobe extenders are accessory items that enhance the fundamental wardrobe pieces. An extender may be a classic item such as a silk scarf, or a fad item that may be worn only once or twice.)

A. Scarves

B. Vests

(NOTE: Vests may be considered garments or wardrobe extenders.)

C. Hats

D. Belts

E. Jewelry

F. Ties

G. Socks and stockings

H. Gloves

I. Handbags

J. Shoes

(NOTE: Shoes can be considered extenders or staples. Navy blue shoes would be considered a staple and pink shoes would be considered an extender.)

VI. Reasons for using accessories (Supplement #2)

(NOTE: You should remember to select accessories that are in proportion to your body size. For example, small people look better in small accessories. You do not want to wear something so large that the accessory overwhelms you.)

A. To reflect the image and personality that you want to project

EXAMPLE: Wear very few and simple accessories if you are trying to project a conservative image.

INFORMATION SHEET

B. To add variety to your wardrobe

C. To coordinate your wardrobe

EXAMPLE: Green slacks and a white shirt may be drawn together by adding a tie that has green in it.

D. To help you stay current with the latest fashions

(NOTE: Watch newspapers, magazines and stores for the new fashions. Then look for an accessory that will help give an old outfit that new look.)

E. To help camouflage figure flaws

EXAMPLES: A long thin neck may appear shorter if a tie or scarf is warn.

Bright jewelry or a scarf at the neckline will draw attention away from large hips.

F. To emphasize figure strengths

VII. Guidelines for storing wardrobe items (Assignment Sheet #5)

A. Discard any items that you have not worn in the past year

EXAMPLE: Slacks that you were going to wear after losing ten pounds

(NOTE: An exception to this would be party or evening clothes.)

B. Separate remaining clothing by season

(NOTE: If space is available, keep out-of-season clothing in a separate closet from the in-season clothing or store in cartons.)

C. Group similar garments together

(NOTE: Do not hang one thing over another, such as a jacket over pants or a skirt. Hanging similar things together will open up a whole new range of put-together possibilities.)

EXAMPLES: All blouses, all skirts, all jackets, all slacks, and all dresses; casual things together and dressier things together

D. Keep items of similar colors together within each group

EXAMPLE: Move from white and beiges into color

INFORMATION SHEET

VIII. Guidelines for packing for travel (Assignment Sheet #6)

A. Make a list of items needed according to type of activities planned

(NOTE: If you are meeting with the same group of people for the entire trip, it may be necessary to pack more items than if you are meeting with a different group of people each day.)

B. Know what the weather will be like at your destination

(NOTE: When you leave home, the weather may be warm; but when you arrive at your destination, the weather may be cold.)

C. Take only what is needed

(NOTE: If possible, take items that you can mix and match. This can cut down on excess baggage handling which is hard work and can be expensive.)

D. Take clothing that packs well and is kept fresh easily

WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #1 — ANALYZE HOW CLOTHING AFFECTS IMAGE PROJECTION

NAME ____________________ SCORE __________

Ideally, we would like to be judged by our character, abilities, actions, and potential. What we wear should not matter very much, but it does. The way we dress can imply trustworthiness, responsibility, and sense of belonging.

"I fit in," a clothing message may suggest, or "I can handle the job." Our appearance might identify us as being fun-loving, nonconforming, or insecure. Our appearance can also convey the nature of our job or where we work.

PART I

Analyze how clothing affects image projection by reading the following situations and answering the questions after each one.

SITUATION 1

A high school student worked part time at an ice skating rink in a shopping mall. He was one of several skaters employed to ensure the safety of the skaters. The employees were asked to wear uniforms. As the season wore on, the employees gradually replaced the rink uniforms with their own clothes. They started wearing jeans and sweaters that they felt were more comfortable. Within a few weeks of these changes, the employees noticed that they were being ignored when they asked unruly skaters to get off the ice. They asked for a meeting with their supervisors and it was decided that it was important for the employees to wear their uniforms. In a short time the employees had the skaters under control.

A. Why do you think the employees were ignored when they worked in their jeans and sweaters instead of their uniforms?

____

____

____

B. What message was conveyed when the employees were wearing their uniforms?

____

____

ASSIGNMENT SHEET #1

SITUATION II

A middle-aged man had suffered a severe stroke. His wife was awaiting a conference with the neurosurgeon regarding possible surgery. While she was in the waiting room, a somewhat sloppily dressed person appeared at the nurses' station and requested records from the nurse. Immediately the patient's wife thought, "I won't let him operate on my husband!"

A. What message did the doctor convey to the patient's wife?

B. Why do you think the wife was somewhat hesitant to let the doctor operate on her husband?

PART II

Stereotyping others according to what we see may not be fair, but it is a fact of life. Quick judgment can be refuted if we have or take time to get to know a person better. However, in a situation where time is precious, the initial "impression" may be the decisive factor in forming an attitude about a person.

A. Go to an area where there are lots of people. This may be a shopping center or a football game. Write a one- or two-word description of the clothing message that you receive from the first ten people you see. Note the clue or clues that triggered your reaction to that person. A clue may be a tailored suit, and the clothing message may be confidence and intelligence.

	CLOTHING MESSAGE	CLUE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

ASSIGNMENT SHEET #1

B. Do the clothes in *your* wardrobe project the image that *you* want to project?

____

____

C. If not, what changes do you need to make in order to project the image that you want?

____

____

____

____

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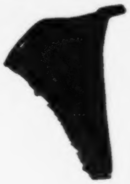
WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #2 — IDENTIFY CLASSIC STYLING IN CLOTHES

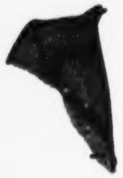
NAME ______________________________ SCORE ______________

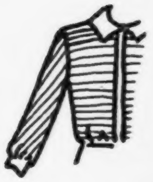
When making clothing purchases, the best investment is to purchase items that have classic styling. Classic styling is a term applied to an occasional fashion that becomes so universally accepted that it gradually becomes a conventional norm of dress.

Below are pictures of clothes with classic styling on the left and clothes with styling that is not too lasting on the right.

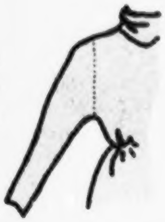


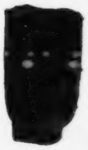
Medium width of lapels and collars: These never go out of style, as wide and narrow widths do. Use for all jackets, coats, shirts, blouses, etc.



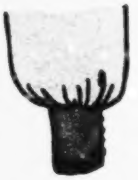


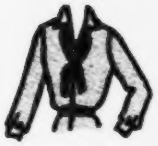
Set-in sleeves: These are always in style. Short-lived styles include raglan, dolman, puffed, and batwing sleeves.



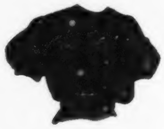


Sleeves gathered to a band: If the sleeves and bands are of medium width, the look is timeless.

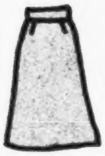




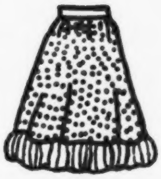
Medium width of bodices, blouses, shirts, and jackets: Very closely fitted and very full fashions come and go.

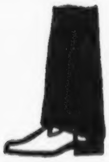


ASSIGNMENT SHEET #2

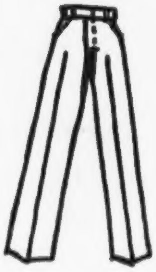


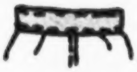
Fitted skirts that average 40 inches to 50 inches wide at the hemline: These endure. Very wide or very narrow ones do not.



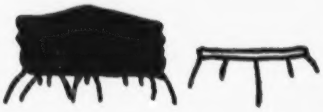


Straight-leg slacks that end at the middle of the back of the shoe: These are flattering for most figures, as are darted-in waistlines and fly-front zippers. Flared and bell-bottom lines are short-lived.





Waistbands on slacks and skirts that measure 1⅛ inches to 1¼ inches: Very wide or narrow waistbands soon go out of style.



Identify classic styling in clothing by locating eight pictures in magazines and catalogs. Cut out these pictures and mount them in the space below and on separate sheets. Explain why you feel the items you have chosen have classic styling.

WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #3 — MAKE A PERSONAL COLOR KEY

NAME ________________________________ SCORE ______________

Color is one of the most interesting and exciting factors in wardrobe selection and is the first thing people see. So, it is important to select colors for your clothes that complement your personal coloring.

Your personal coloring is composed of four parts: hair color, eye color, skin color, and lip tone. All four components must be considered when determining the colors that look best on you.

One of the easiest ways to determine which colors look best on you is to make a color key. This can be done by finding swatches that are near your personal coloring to carry with you when shopping for clothes.

Make a personal color key by completing the following steps. Check the box after each step has been completed.

A. Cut a one-inch by four-inch strip of poster board. ☐

B. Locate swatches of paper, fabric, or paint chips the color of your hair. ☐

(NOTE: With a mirror and good light, carefully check the swatches against your hair color. If your hair color is not the natural color, you may want to match the natural color of your eyebrows. You may also want to get the opinion of a friend.)

C. Cut swatch into a one-inch square and mount on the strip of poster board. ☐

D. Locate swatches of paper, fabric, or paint chips the color of your eyes. ☐

(NOTE: If both eyes are not the same color, include both colors.)

E. Cut swatch into a one-inch square and mount on the strip of poster board. ☐

F. Locate swatches of paper, fabric, or paint chips the color of your skin. ☐

(NOTE: Select the square most similar to the color of your face. If you are very tan, match it to the lighter area of your body. Be sure and match the color of your skin without make-up.)

ASSIGNMENT SHEET #3

G. Cut swatch into a one-inch square and mount on the strip of poster board. ☐

H. Locate swatches of paper, fabric, or paint chips the color of the inside of your bottom lip. ☐

(NOTE: Roll your bottom lip down and look at the color on the inside. This is the family color for choosing lipsticks and blushers.)

I. After completing steps A through H mount your color key on a three-by-five-inch card and write your name and phone number on the back of it so it can be returned to you if lost. It is a good idea to protect your color key by covering with clear plastic. ☐

WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #4 — CHOOSE APPROPRIATE ACCESSORIES

NAME ______________________________ SCORE ____________

The choice of accessories is a matter of taste. Good taste is the ability to recognize and enjoy what is beautiful and excellent, a sense of what is harmonious, appropriate and socially proper. Many things influence what is considered good taste, such as where you life, your culture, age, and lifestyle. What is proper in New York City, for example, is not necessarily good in Oklahoma.

Accessories refer to everything except the garment, and they play an important part in any wardrobe. They include items from shoes to eyeglasses to nail polish. It takes time, good planning and a lot of imagination to accessorize your clothes properly. Choose accessories that harmonize with each other and that can be worn with more than one outfit. All accessories should be purchased with your personality in mind. Be a collector of appropriate accessories and choose them for lasting value. Keep up and have fun with the constantly changing fads, but invest the most money in timeless classics such as quality leather, good metals, and jewelry to form the basis of your accessory collection.

Accessories do not need to match, but they should harmonize. In assembling a costume, you are creating a work of art. You must have one main center of interest. Other points of interest must be subordinate to that one. Too many points of interest weaken and cheapen the whole look. Strive for simplicity.

When choosing accessories, if in doubt, leave it out.

Choose appropriate accessories by completing the following exercises.

PART I

The following list indicates a point value for various articles of apparel. Evaluate the accessories that you are presently wearing by completing the following exercise. Write the appropriate number in the blank beside each item that you are wearing. Total your points and answer the questions that follow the list. Generally when the total does not exceed fourteen, appropriate accessories have been chosen.

ASSIGNMENT SHEET #4

ARTICLE OF APPAREL		POINT VALUE	YOUR POINTS
Dress	Solid	1	______
	Figured	2	______
	Buttons—if not self fabric	1	______
	Belt or buckle—if not self fabric	1	______
	Collar and/or cuffs—if color is different from dress	1	______
Suit		1	______
	Contrasting jacket or blazer	1	______
	Buttons—if not self fabric	1	______
	Belt—if not self fabric	1	______
	Piping or other trim	1	______
Slacks		1	______
Skirt		1	______
Blouse, sweater or vest, or shirt—unless same color as suit, slacks or skirt		1	______
Shoes	Plain	1	______
	With open heels or toes	2	______
	Bow, buckle, or strap	1	______
Hose or socks	Colored	1	______
	Colored heels or seams	2	______
	Figured, plaid, or textured	2	______
Necklace		1	______
Brooch or pin		1	______
Lapel pin		1	______
Earrings		1	______

ASSIGNMENT SHEET #4

ARTICLE OF APPAREL		**POINT VALUE**	**YOUR POINTS**
Glasses	Plain	1	
	Colored or decorated	2	
Bracelet		1 for each	
Wrist watch		1	
Rings		1 for each	
Flowers		1	
Gloves	Plain	1	
	Different stitching or decorated	2	
Hat	Self-trimmed	1	
	Other trim (ribbon, veiling, flowers, feathers)	1 for each trim	
Scarf or tie		1	
Handbag or backpack			
	Plain	1	
	Handle, strap, trim or frame if different from handbag or backpack	1 for each	
Handkerchief—if showing		1	
Other		1 for each	
TOTAL POINTS			

A. Are you pleased with your total? ______________________________

B. List any accessories that you feel you should add to or eliminate from what you are wearing today.

____

____

____

ASSIGNMENT SHEET #4

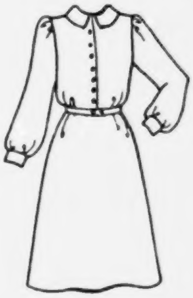
PART II

Fashion designers and fashion directors give as much thought and time to accessorizing clothes as they do to the clothes themselves. By varying accessories, one outfit can be given a dozen different looks.

Choose appropriate accessories for four of the outfits pictured. Read the descriptions and cut pictures of suitable accessories from magazines and catalogs and glue them in the space provided.

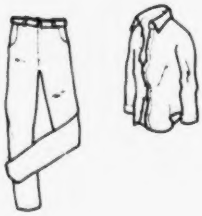
(NOTE: Accessories include such items as shoes, scarves, pins, earrings, necklaces, gloves, purses, rings, ties, and cuff links.)

A. Winter white dress made of wool crepe

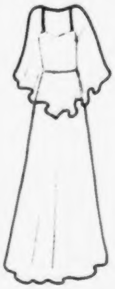


ASSIGNMENT SHEET #4

B. Blue jeans and white oxford cloth shirt

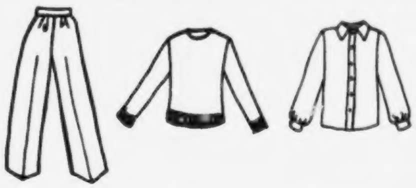


C. Wine evening dress

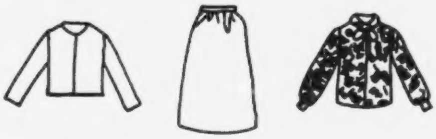


ASSIGNMENT SHEET #4

D. Gray slacks, red sweater, and light blue shirt



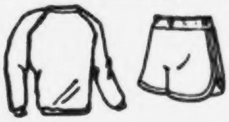
E. Gray jacket and skirt with gray and royal blue print blouse



ASSIGNMENT SHEET #4

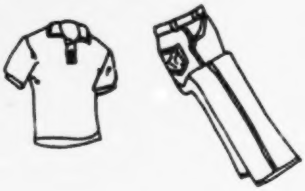
F. White tuxedo

G. Light blue jogging or exercise outfit



ASSIGNMENT SHEET #4

H. Red knit shirt and white fashion jeans



ASSIGNMENT SHEET #4

PART III

Accessories that can be used with more than one outfit give better wardrobe value.

Look over the accessories that you chose to be worn with the garments in Part II. Which of these accessories could be used with one of the other outfits? List any multiple-use accessories below.

EXAMPLES: Tie worn with shirt in B could be worn with shirt in D

Bracelet worn with dress in A could be worn with dress in C

____

____

____

____

____

____

____

____

____

____

____

____

____

____

ASSIGNMENT SHEET #4

PART IV

Accessories do not have to be expensive to look good. Many accessories such as belts and ties can be made by hand at substantial savings.

Choose an accessory to make. Look in pattern books, craft books, and fashion magazines for ideas. Then answer the following questions.

A. What type of accessory did you choose? ____________________

____

B. How will the accessory be used?

EXAMPLE: Tie to wear with brown shirt.

____

____

____

C. What materials will be needed? ____________________

____

____

D. What is the total cost of the accessory? ____________________

E. How much money would you save by making the accessory instead of buying it?

____

____

WARDROBE PLANNING
UNIT I

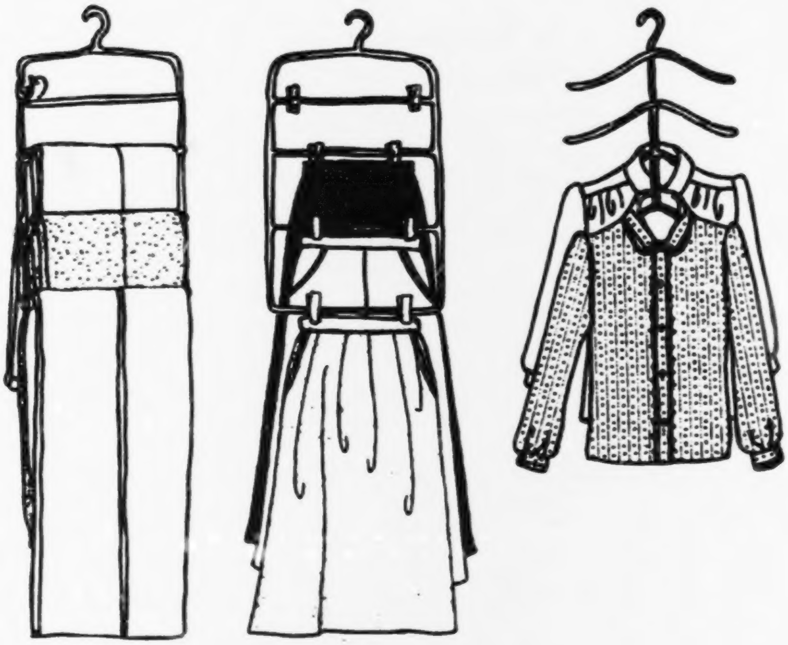
ASSIGNMENT SHEET #5 — EVALUATE PERSONAL CLOSET SPACE

NAME ______________________________ SCORE ______________

Your clothes closet can be both attractive and functional. Ideally it is large enough to accommodate your wardrobe. But in reality you may have a very small closet or you may be sharing it with another person. These situations make it necessary to be very organized in order to have a closet that allows you to have wrinkle-free clothes that are easy to see and get from the closet.

Organizing the space that you have available can be made easier by using items that are designed to save space in your closet. Pictured below are some items that might be helpful.

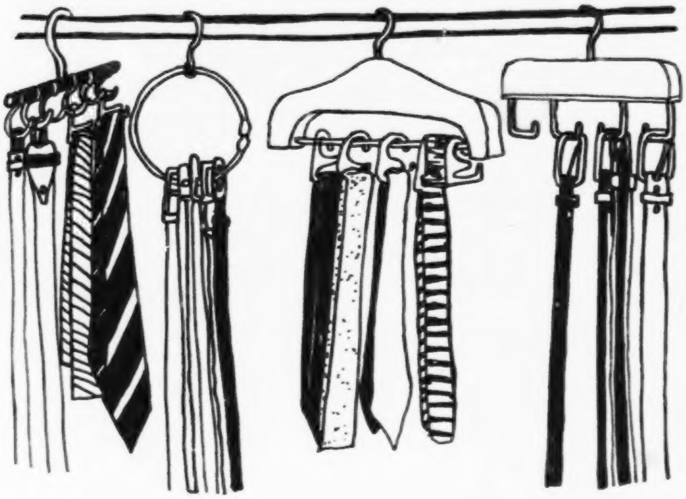
Multiple-item hanger: One hanger with places to hang several shirts, skirts, or slacks



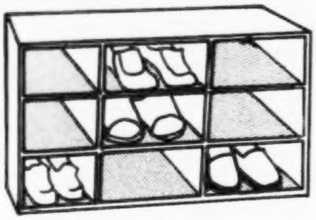
Courtesy Glamour, Copyright © 1979 by the Condé Nast Publications, Inc.

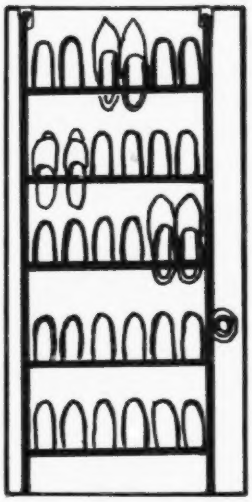
ASSIGNMENT SHEET #5

Accessory holders: Holders designed to slip over the closet rod



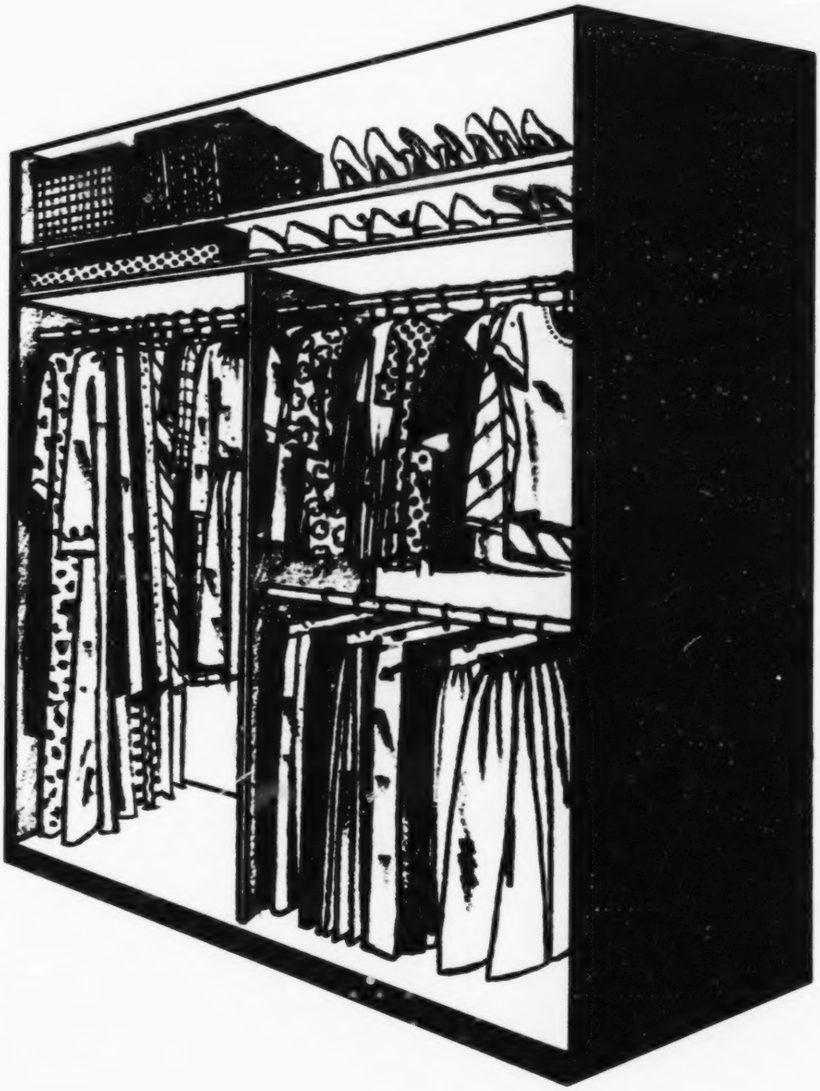
Shoe racks: Over-the-door racks with individual rack for each shoe; corrugated cardboard folded into shelves





ASSIGNMENT SHEET #5

Additional rods and shelves: Adding more rods and shelves can almost double your closet space.

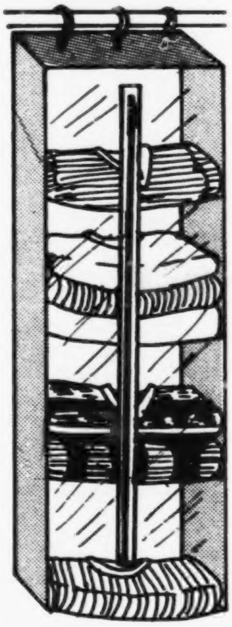


Used with permission of Triad Press from *Look Like Yourself & Love It!* by Jane Segerstrom.

ASSIGNMENT SHEET #5

Sweater storage: Multiple shelves that hang from the closet rod

(NOTE: This provides a good place for storing sweaters without hanging them when drawer space is limited.)



ASSIGNMENT SHEET #5

Evaluate your personal closet space by completing the following exercises.

PART I

Organize your wardrobe by evaluating each item in your closet and answering the following questions.

(NOTE: Follow the steps in Information Sheet, Section VII.)

A. What items did you discard that you had not worn in the past year?

____

____

____

____

____

B. Were you able to separate the remaining clothes by season? ________________

If so, where did you store your out-of-season clothes? ____________________

____

____

____

C. Did you hang similar garments together? __________________________

What new put-together possibilities did you find? ______________________

____

____

____

____

____

ASSIGNMENT SHEET #5

D. What advantage do you see in hanging items of similar color in groups?

PART II

Now that you have made decisions about what clothes should stay in your closet, what improvements could you make in the way the clothing is stored in your closet? Answer the following questions about improvements in your closet.

A. List items that you feel would create more space in your closet.

EXAMPLE: Multiple skirt and slack hangers and double rods

B. List places and describe ways that you could obtain these items.

EXAMPLE: Sister will help with adding new rod; slack hangers will be purchased at the discount store.

C. Calculate the amount of money you will need in order to complete these improvements. List improvements and costs on the following chart, then figure your total cost. Be specific about each improvement.

EXAMPLE:

IMPROVEMENT	COST
Three slack hangers	$10.29

ASSIGNMENT SHEET #5

IMPROVEMENT	COST
TOTAL	

WARDROBE PLANNING
UNIT I

ASSIGNMENT SHEET #6 — PLAN CLOTHING AND OTHER NEEDS FOR TRAVEL ACTIVITIES

NAME ______________________________ SCORE ______________

When planning travel activities that will involve spending time away from home, one should take into consideration what clothing and other items to take. If going with friends, compare needs to avoid duplication. For example, it might be necessary for only one person to take a hair dryer.

One of the first things to consider is the weather at your destination. Be sure to take clothing and outerwear to suit the climate.

If you are traveling from place to place, clothes you have will be new in each location and you will need to take only enough clothing to allow for the cleaning and laundering of clothes already worn. Also wardrobe extenders such as hats, gloves, scarves, and ties should be taken. These items will help stretch your wardrobe. Be sure to take only the items needed. Carrying extra luggage is hard work.

Plan clothing and other needs for either a real or an imaginary trip. Use the following chart to help plan your travel wardrobe.

ASSIGNMENT SHEET #6

Trip that you are planning ____

____

Planned Activity (Be Specific)	Accessories	Clothing or Other Item to Take
EXAMPLE: Cook-out	Tie	Brown western shirt

WARDROBE PLANNING
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4 — Completed to the satisfaction of the instructor

Assignment Sheet #5 — Completed to the satisfaction of the instructor

Assignment Sheet #6 — Completed to the satisfaction of the instructor

WARDROBE PLANNING
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Identify guidelines for wardrobe planning. Write an "X" in the blank before each correct answer.

_____a. Consider the image that you want to project

_____b. Plan ahead

_____c. Buy accessories for each garment

_____d. Concentrate on expensive fad items

_____e. Consider more expensive garments first

_____f. Plan for versatility

_____g. Consider fashion trends

_____h. Select many different colors

_____i. Coordinate accessories

2. List three resources to aid in wardrobe planning.

a. ______________________________

b. ______________________________

c. ______________________________

3. Identify factors to consider when making wardrobe selections. Write the correct numbers in the blanks.

_____a. Special colors, fabrics, or shapes which are stressed within a fashion picture

_____b. Cut or design of a garment; describes a type of garment with certain unchanging characteristics

_____c. Styles that are currently prevailing and popular

_____d. Strikingly different item that is popular for a short period of time

_____e. Basic style that has received acceptance for a long time

1. Fad
2. Trend
3. Classic
4. Fashion
5. Style

TEST

4. List three personal characteristics that affect colors one should select for wardrobe items.

   a. ____________________

   b. ____________________

   c. ____________________

5. List six types of wardrobe extenders.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

   f. ____________________

6. Identify reasons for using accessories. Write an "X" in the blank before each correct answer.

   _____a. To reflect the image and personality that you want to project

   _____b. To date fashion items

   _____c. To add variety to your wardrobe

   _____d. To coordinate your wardrobe

   _____e. To maximize figure faults

   _____f. To help you stay current with the latest fashions

   _____g. To help camouflage figure flaws

7. Arrange in order guidelines for storing wardrobe items. Write a "1" before the first step, a "2" before the second step, and so on.

   _____a. Separate remaining clothing by season

   _____b. Keep items of similar colors together within each group

   _____c. Discard any items that you have not worn in the past year

   _____d. Group similar garments together

TEST

8. Identify guidelines for packing for travel. Write an "X" in the blank before each correct answer.

_____a. Make a list of items needed according to type of activities planned

_____b. Take two of everything in case luggage is lost

_____c. Do not pack with a friend to prevent confusion

_____d. Know what the weather will be like at your destination

_____e. Take only what is needed

_____f. Take clothing that packs well and is kept fresh easily

(NOTE: Test questions 9-14 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Analyze how clothing affects image projection.

10. Identify classic styling in clothes.

11. Make a personal color key.

12. Choose appropriate accessories.

13. Evaluate personal closet space.

14. Plan clothing and other needs for travel activities.

WARDROBE PLANNING
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning situation. The point total is 149.)

1. (18 points)

   a, b, e, f, g, i

2. (3 points)

   Answer should include any three of the following

   a. Existing wardrobe
   b. Home sewing
   c. Used clothing market
   d. Recycled clothes
   e. New clothing purchases

3. (10 points)

   a. 2
   b. 5
   c. 4
   d. 1
   e. 3

4. (3 points)

   Answer should include any three of the following

   a. Skin color and tone
   b. Hair color
   c. Eye color
   d. Body build

5. (6 points)

   Answer should include any six of the following

   a. Scarves
   b. Vests

ANSWERS TO TEST

- c. Hats
- d. Belts
- e. Jewelry
- f. Ties
- g. Socks and stockings
- h. Gloves
- i. Handbags
- j. Shoes

6. (14 points)

   a, c, d, f, g

7. (16 points)

   - a. 2
   - b. 4
   - c. 1
   - d. 3

8. (12 points)

   a, d, e, f

9. Completed to the satisfaction of the instructor (16 points)

10. Completed to the satisfaction of the instructor (8 points)

11. Completed to the satisfaction of the instructor (6 points)

12. Completed to the satisfaction of the instructor (20 points)

13. Completed to the satisfaction of the instructor (10 points)

14. Completed to the satisfaction of the instructor (7 points)

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

UNIT OBJECTIVE

After completing this unit the student should be able to determine ways to get the most from their clothing dollar and develop a basic wardrobe. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Identify ways to stretch clothing dollars.
2. List factors that influence buying habits.
3. State recommended shopping practices.
4. List types of clothing sales.
5. Identify types of places for purchasing clothing.
6. State rules to observe when shopping.
7. Identify shopping aids.
8. List figure types.
9. State guidelines for judging quality of ready-to-wear clothing.
10. Identify guidelines for purchasing accessories.
11. Identify guidelines for buying shoes.
12. Identify guidelines for buying underclothes.
13. Develop a basic wardrobe.
14. Analyze factors that influence personal buying habits.
15. Explore ways to improve shopping skills.
16. Gather information about local clothing stores.
17. Make a shopping aid.
18. Determine price per wearing of clothing.
19. Select complementary wardrobe items.

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Supplements

1. Supplement #1 — Analyze Personal Clothing Budget

2. Supplement #2 — Identify Terms Smart Shoppers Know

D. Transparency masters

1. TM #1 — An Average American Family's Budget for After-Tax (Disposable) Income

2. TM #2 — Mind Your Shopping Manners

3. TM #3 — Male Figure Types

4. TM #4 — Female Figure Types

5. TM #5 — Quality Check Points: Jacket or Blazer

6. TM #6 — Quality Check Points: Slacks

E. Information sheet

F. Assignment sheets

1. Assignment Sheet #1 — Develop a Basic Wardrobe

2. Assignment Sheet #2 — Analyze Factors that Influence Personal Buying Habits

3. Assignment Sheet #3 — Explore Ways to Improve Shopping Skills

4. Assignment Sheet #4 — Gather Information About Local Clothing Stores

5. Assignment Sheet #5 — Make a Shopping Aid

SUGGESTED ACTIVITIES

6. Assignment Sheet #6 — Determine Price Per Wearing of Clothing

7. Assignment Sheet #7 — Select Complementary Wardrobe Items

G. Answers to assignment sheets

H. Test

I. Answers to test

II. Instructor's guide

A. Order materials to supplement unit.

1. Books

a. Baran, Nancy. *Money Management: Your Clothing Dollar.* Illinois: Household International, 1978.

b. *Current Consumer and Lifestudies.* Highland Park, Illinois: Curriculum Innovations, Inc., 1984.

(NOTE: This magazine can be ordered from Curriculum Innovations, Inc., 3500 Western Avenue, Highland Park, Illinois 60035.)

c. Wallace, Joanne. *Dress with Style.* Old Tappan, New Jersey: Revell Publishing, 1983.

d. Weiland, Barbara, and Leslie Wood. *Clothes Sense.* Portland, Oregon: Palmer/Pletsch Associates, 1984.

2. Media

a. *Dress Well Economically.* Color filmstrip with cassette, 20 minutes, Milliken Publishing Company, 1980. Available from Milliken Publishing Company, 1100 Research Boulevard, St. Louis, Missouri 63132.

(NOTE: This presentation has excellent information on dressing for less with tips on planning and shopping and caring for clothes. It also includes information on fiber properties.)

b. *How to Buy Shoes.* Color filmstrip with script, self-paced, JC Penney Company, nd. Available from Educational Relations, JC Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10019.

(NOTE: This presentation shows how to buy properly fitted shoes that will blend with your wardrobe. It also has information on how to care for shoes.)

SUGGESTED ACTIVITIES

c. *Putting Together a Basic Wardrobe.* Color videotape. Available for purchase from State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

(NOTE: Filmstrips a and b and others may be available by contacting your county's Oklahoma State University Cooperative Extension Home Economist.)

3. Extension fact sheet — T-1333 "Jeans and the Like"

(NOTE: This fact sheet may be obtained by contacting your county's Oklahoma State University Cooperative Extension Home Economist.)

B. Provide students with objective sheet.

C. Discuss unit and specific objectives. Introduce unit by allowing students to view filmstrip *Dress Well Economically.* Use Transparency #1 and Supplement #1.

SUGGESTIONS:

- Review Unit I, "Wardrobe Planning," from this guide. Point out that effectively planning a wardrobe can decrease the amount of money that must be spent to maintain a wardrobe.
- When discussing Transparency #1 point out to students that almost 9 percent of a family's income is spent on clothing purchases and that it is very important to spend this 9 percent wisely. Allow students to compute 9 percent of someone's income in order to see how much money there would be to spend on clothing.
- As students complete Supplement #1, help them realize that clothing management should involve the whole family and that how each member manages his or her clothing affects the entire family's clothing budget.
- Also as students complete Supplement #1, discuss the idea of buying expensive clothing items as investments to be worn for many years.

D. Discuss information and assignment sheets.

1. Discuss ways to get the most value from your clothing. Use Information Sheet, Section I, and Assignment Sheet #1.

SUGGESTIONS:

- When discussing Information Sheet, Section I, emphasize to students that it is important to be totally organized to effectively manage their clothing.

SUGGESTED ACTIVITIES

- Show students garments that were made in the home. Have garments that were a success and some that were considered failures. Discuss why each garment was labeled a success or a failure.

- Show videotape *Putting Together a Basic Wardrobe.*

- Emphasize to students the importance of developing a basic wardrobe. Provide students with scraps of fabric or ask them to bring them from home to be used in completing Assignment Sheet #1. Encourage students to select basic or neutral colors for their major wardrobe items. Also provide students with fashion magazines and pattern books.

- Invite a resource person from a clothing store to discuss a basic wardrobe when students are completing Assignment Sheet #1. Ask resource person to bring examples of basic wardrobe items.

2. Combine Information Sheet, Section II, and Assignment Sheet #2 to help students realize that there are factors that influence their buying habits.

SUGGESTIONS:

- Give each student an advertisement for clothing. Discuss whether the ad is informative or noninformative. Mount these ads on a bulletin board under the headings of either "Informative" or "Noninformative."

- Have students bring to class a care label from a ready-to-wear garment, and explain how the care label had influenced them to buy the garment.

- Ask students questions to help them determine what factors influenced them to purchase the outfit that they are wearing.

  EXAMPLES: Did an ad from a newspaper or magazine catch your eye and influence you to buy what you are wearing?

  Are you wearing the latest design from the fashion industry? Is it fad or fashion?

  Did your peer group influence you to buy the outfit?

  Did you like the fabric and think it could be easily cared for?

  Were you in a good mood when you purchased the item?

- Review with students Assignment Sheet #3 in *Consumer Education,* (p. CE-25-A).

SUGGESTED ACTIVITIES

3. Relate to the students the importance of being a courteous and informed shopper. Combine Information Sheet, Sections III through V, Assignment Sheets #3 and #4, and Supplement #2.

   SUGGESTIONS:

   - When discussing recommended shopping practices, stress to the students that they have rights and responsibilities as shoppers but the stores also have rights that should be observed.
   - Discuss types of sales. Emphasize to the students that just because something is on sale does not always mean that it is a good buy.
   - Discuss Supplement #2, "Terms Smart Shoppers Know."
   - Invite an employee of a clothing store to speak to the students on ways to improve their shopping skills. Allow the students to complete Assignment Sheet #3 at this time.
   - Allow students to role play a scene where a shopper is returning some merchandise. Have one student play the part of a discourteous shopper. Show the same scene but have the shopper being courteous.
   - Let students who have worked as salespersons share some of the experiences that they have had with courteous and discourteous shoppers.
   - Discuss places to purchase clothing in your community. Classify the stores as to the types listed in Information Sheet, Section V.
   - Provide students with Yellow Pages to aid in the completion of Assignment Sheet #4.

4. Discuss rules to observe when shopping. Use Information Sheet, Section VI, and Transparency #2.

   SUGGESTIONS:

   - Have students observe shoppers and sales clerks. Ask the students to record their behavior. Was it courteous or discourteous?
   - Discuss with students the importance of returning items to the racks and the importance of refolding items when they are shopping.

5. Assist students in making shopping aids. Using Information Sheet, Section VII, and Assignment Sheet #5.

   SUGGESTIONS:

   - Encourage students to make size cards for themselves.

SUGGESTED ACTIVITIES

- Demonstrate to the students the correct way of taking small swatches of fabric from the seams of their clothing. Ask students to do this with their own clothing. Caution students to be very careful not to cut too far into the seam allowance. If fabric ravels, finish raw edges with zig-zag stitch. Also discuss using seam sealer for finishing raw edges.

  (NOTE: Seam sealer is a substance that is bought in a squeeze bottle that when applied to raw seams will prevent them from raveling.)

  Explain that these swatches should be mounted on cards and used when shopping to coordinate their wardrobe.

6. Present information on figure types and how to judge quality of ready-to-wear clothing. Use Information Sheet, Sections VIII and IX, Assignment Sheet #6, and Transparencies #3 through #6.

   SUGGESTIONS:

   - Allow students to determine their own figure type. Use Assignment Sheet #3 in *Home Economics I* (p. HE I-17-D).

   - Invite a person from a clothing store to discuss figure types and how to judge the quality of ready-to-wear clothing.

   - Ask resource person from clothing store to bring examples of clothing to fit different figure types.

   - Use Transparencies #5 and #6 when discussing points to look for when judging quality of ready-to-wear garments.

   - Emphasize the importance of looking one's best and feeling good about what one is wearing. Also emphasize that careful shopping and planning will allow them to purchase these items without spending a large sum of their clothing budget.

7. Combine Information Sheet, Sections X, XI, and XII, and Assignment Sheet #7 when discussing guidelines for purchasing accessories, shoes, and undergarments.

   SUGGESTIONS:

   - Invite an employee from a jewelry store to speak to the students on how to care for jewelry.

   - Point out to students that buying the latest accessories is a very economical way to update a wardrobe.

   - Invite a resource person from a shoe store to share information with the students about guidelines for buying shoes.

SUGGESTED ACTIVITIES

- Allow students to view filmstrip *How to Buy Shoes.*
- Have students select wardrobe of needed underclothing.
- Discuss the importance of wearing underclothes for support and smooth figure lines.
- Provide students with catalogs when they are completing Assignment Sheet #7.

III. Unit references

A. Draper, Wanda, and Annetta Bailey. *Steps in Clothing Skills.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

B. Erwin, Mabel, and Lila Kinchen. *Clothing for Moderns.* New York: Macmillan Publishing Co., Inc., 1979.

C. Faiola, Theodora, and Jo Ann Pullen. *Guide to Clothing.* New York: McGraw Hill, Inc., 1982.

D. Gawne, Eleanor, and Bess Oerke. *Dress.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

E. Horn, Marilyn. *The Second Skin.* Boston: Houghton Mifflin Company, 1975.

F. Jones, Jan. *Clothing Your Way.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

G. Kates, Donna. "Decisions on Home Sewing Involve Many Factors," *The Tulsa Tribune,* October 13, 1984, p.3A.

H. Leet, Don. *Economic Decision for Consumers.* Belmont, California: Wadsworth Publishing Co., 1983.

I. Patrick, Julia Mockett. *Distinctive Dress.* New York: Charles Scribner's Sons, 1969.

J. Strum, Mary Mark. *Guide to Modern Clothing.* New York: Webster Division, McGraw-Hill Book Company, 1973.

SUGGESTED ACTIVITIES

SUPPLEMENT #1 — ANALYZE PERSONAL CLOTHING BUDGET

NAME ______________________________________

On the average, most American families will spend from seven to nine percent of their annual budget on clothing. The money to purchase clothing may come from the parents' income and from money earned by the children in the family.

Answer the following questions about your clothing budget.

A. How does your family decide how much money is spent on clothing? ______________

____

____

____

B. Do you think it is wiser to buy a large number of inexpensive items or a few, more costly items as investments?

____

____

Explain your answer. ____

____

C. In trying to get the most for your clothing dollars, how do you decide which stores to shop?

____

____

____

D. What ways can you suggest for your family to stretch clothing dollars?

____

____

____

____

SUGGESTED ACTIVITIES

SUPPLEMENT #2 — IDENTIFY TERMS SMART SHOPPERS KNOW

NAME ____

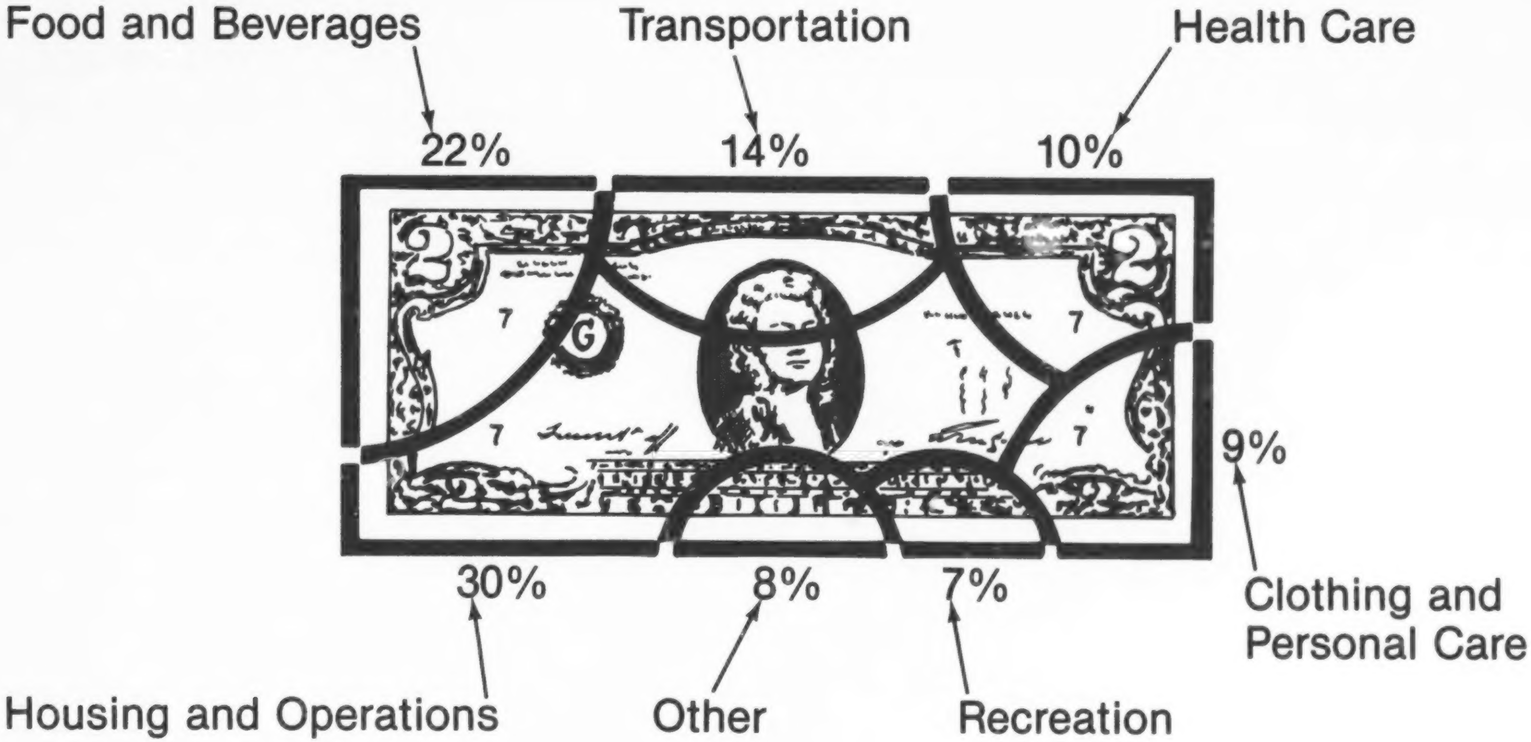
A good buy is anything that suits your needs at a price you want to pay. If you can get what you want for less money than usual, or if you can get better quality or higher fashion for the same money, you have a good buy or a bargain.

The following terms are used to identify certain types of merchandise.

Irregulars	Manufactured articles with slight imperfections of some kind that are not usually noticeable. These items are sold at a discount. Irregular hosiery is perhaps the most common item sold as imperfect.
Seconds	Items that have flaws such as mended runs and tears.
As Is	Damaged articles sold as they are — no returns permitted.
Loss Leaders	Special buys to get shoppers into a store in hope that they will buy other articles at regular prices.
Job Lots	Special orders from a manufacturer. They may or may not be of inferior quality. At times the manufacturer will give the retailer a good price for sale purposes. Items may be made during a slow season and manufacturers may sell them at cost merely to promote the brand and defray expenses of his or her plant.
Broken Lot	Lines of items that are being discontinued. Not all sizes or styles are available.
Damaged	Indicates that the garment has been soiled or torn.
Markdown	Sold at price lower than the usual price, most often at the end of the season.
Special Purchase Lot	Often a store buys all a munufacturer has left over at the end of the season at a reduced price, to clear.

Adapted with permission of Bennett Publishing Company from *Dress* by Eleanor Gawne and Bess Oerke, copyright 1975.

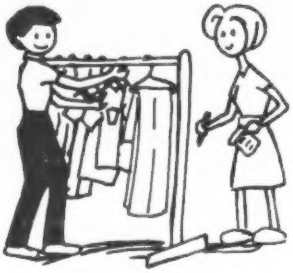
Average American Family's Budget for After-Tax (Disposable) Income

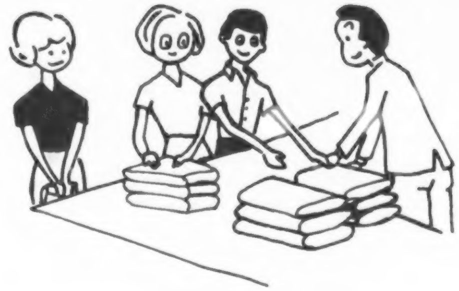


Used with permission of Wadsworth Publishing Co., from *Economic Decisions For Consumers* by Don Leet and JoAnn Driggers, 1983.

Mind Your Shopping Manners

Do





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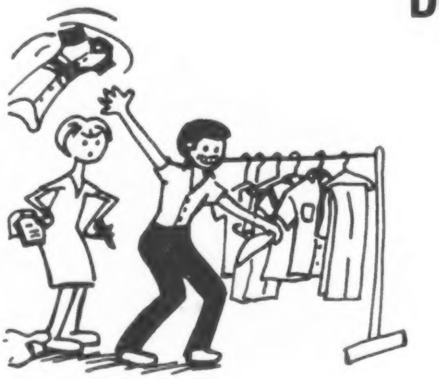
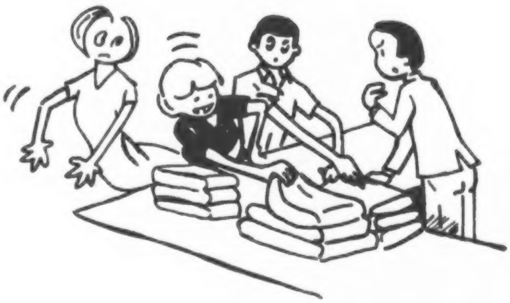
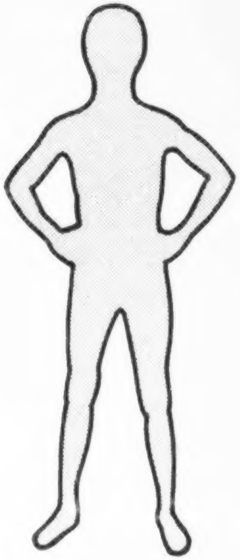


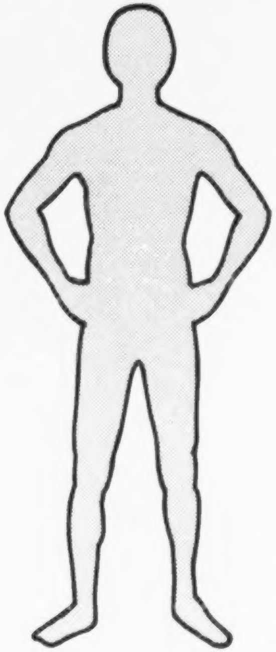


Adapted with permission of Bennett Publishing Company, from *Steps in Clothing Skills*, revised by Wanda Draper and Annetta Bailey, 1978.

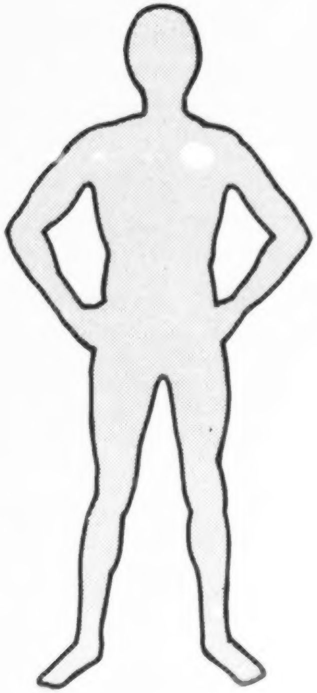
Male Figure Types



Boys



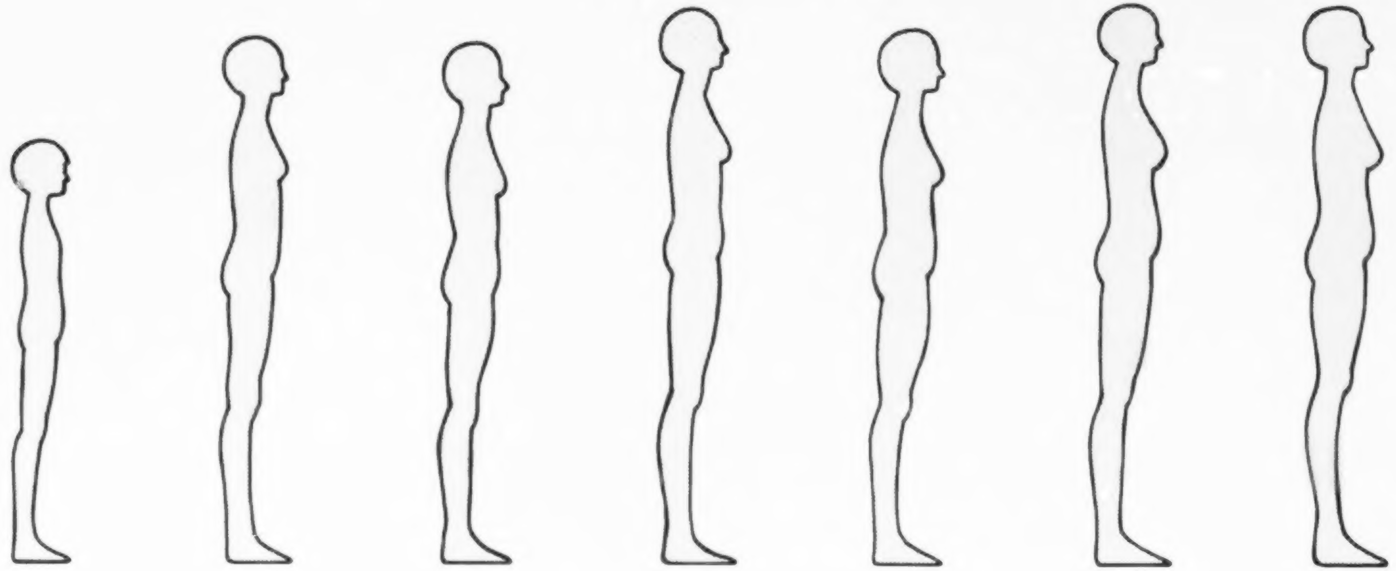
Teen Boys



Mens

© 1985 The McCall Pattern Company.

Female Figure Types


Girls
Young Junior/Teen
Junior Petite
Junior
Miss Petite
Misses
Womens

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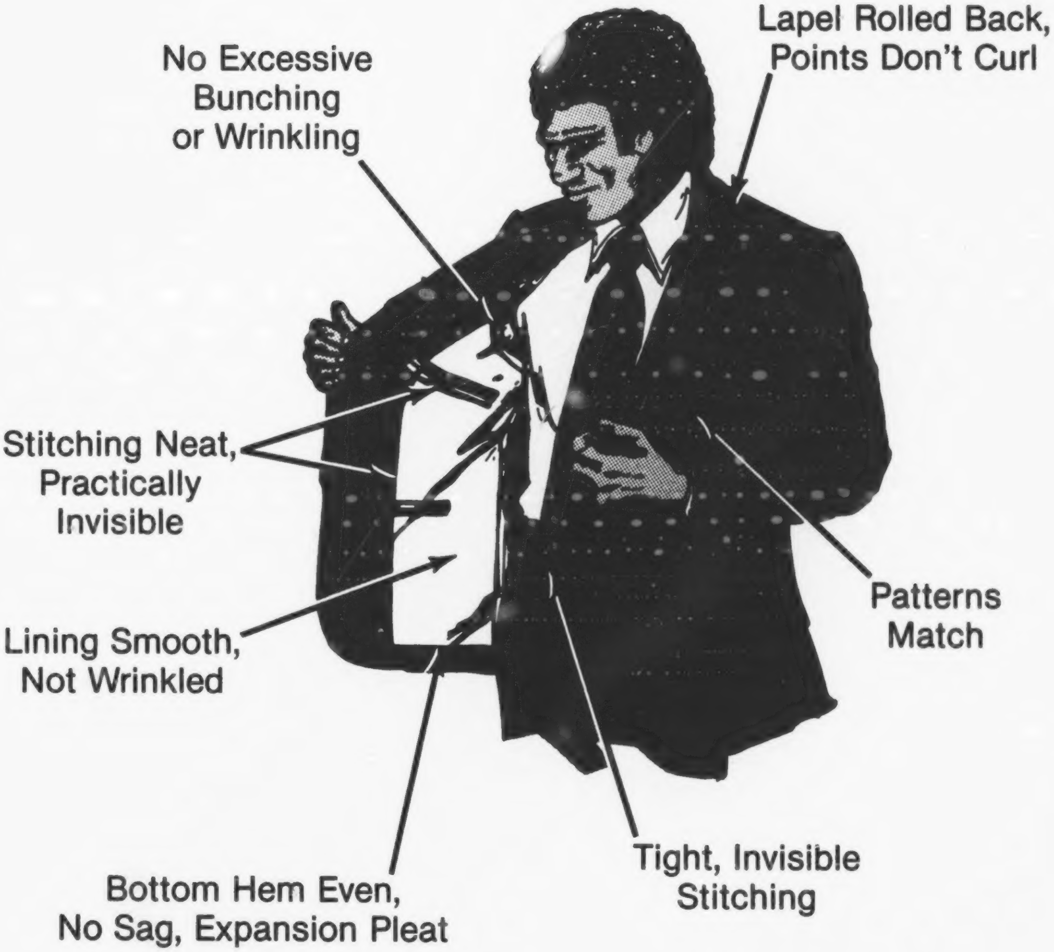
TM #4

PCM - 81

Quality Check Points

Jacket or Blazer
(What to Consider Before You Buy)

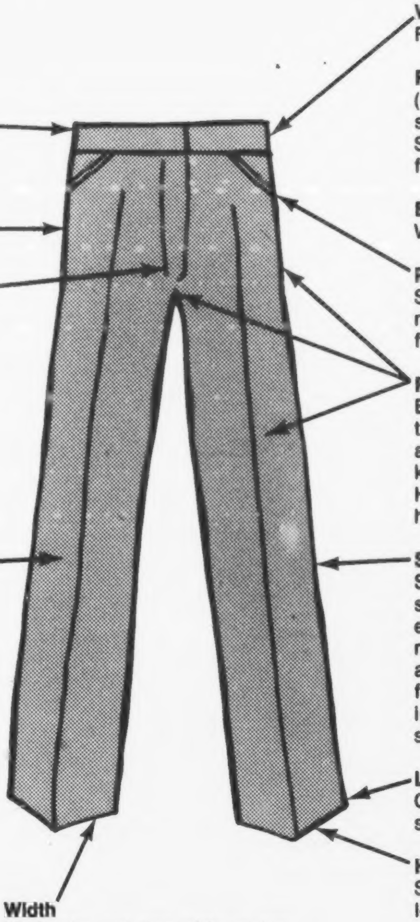

No Excessive Bunching or Wrinkling
Lapel Rolled Back, Points Don't Curl
Stitching Neat, Practically Invisible
Patterns Match
Lining Smooth, Not Wrinkled
Tight, Invisible Stitching
Bottom Hem Even, No Sag, Expansion Pleat

Quality Check Points

(Continued)

Slacks

(What to Consider Before You Buy)



Style
Flattering to figure.

Waistband
Constructed to prevent stretching and rolling. Width appropriate for figure.

Back Seam
Extra wide to allow for alterations. Reinforced stitching.

Zipper
Smooth, flat, securely stitched. Zipper should slide easily. Shouldn't show.

Fabric
Firmly woven or knit to prevent stretching or bagging. Suitable weight and texture for style and occasion. Cut on grain, resists wrinkling or crushing. Is durable.

Width
Moderate, not too wide or too narrow.

Waist
Fits snugly, but not tight.

Fasteners
(buttons, hooks and eyes, snaps)
Securely attached, appropriate for garment.

Belt Loops
Well placed, sewn securely.

Pockets
Should lie flat and smooth, made of strong, tightly woven fabric, all seams reinforced.

Fit
Enough ease in the seat, crotch, thighs, and calves when sitting and bending to prevent wrinkling, binding, and stretching. Hang straight from waist to hem.

Seams
Smooth and pucker-free, straight and stitched with small even stitches in good-quality, matching thread. Seam allowance at least ½" wide, edges firmly finished to prevent raveling, reinforced at points of strain.

Length
Correct for style of pants and shoes and height of wearer.

Hem
Straight, even, deep enough to let down, stitches invisible on right side. (Save cutoff portions of slacks.)

Adapted with permission of the American Wool Council.

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

INFORMATION SHEET

I. Ways to stretch clothing dollars (Assignment Sheet #1)

   A. Know the kinds of things you want to buy

      (NOTE: A clear idea of what you want or need will prevent you from spending money for items you do not need.)

   B. Make a list of the places you plan to shop

      (NOTE: A list will allow you to order your stops to save much valuable time and money.)

   C. Choose the stores where you can get the best value for your money

   D. Know what to look for to get a good buy

      EXAMPLES: Quality construction techniques

      Compatibility with your wardrobe scheme

   E. Develop and use home sewing skills

      (NOTE: Home sewing may not be profitable for everyone. The time required for sewing and the cost of the materials and equipment used for a project must be compared with the cost of ready-made clothing.)

   F. Buy clothing that can be mixed and matched with other items in your wardrobe

   G. Consider care required before selecting garments

      EXAMPLE: Silk usually requires dry cleaning

II. Factors that influence buying habits (Assignment Sheet #2)

   A. Advertising

      EXAMPLES: Television and radio spots; magazine and newspaper ads; demonstrations and fashion shows

      (NOTE: Many times the consumer will buy products being advertised hoping to look like the models in the ads.)

   B. Fashion industry

      (NOTE: The fashion industry influences your buying habits by the garments they design.)

INFORMATION SHEET

C. Peer group

(NOTE: For young people, being dressed like one's friends is very important. Some feel that they will not be accepted if they look differently than their friends.)

D. Lifestyle

(NOTE: The time that you have to spend ironing may influence whether you would buy a 100 percent cotton shirt or a 50 percent cotton and 50 percent polyester shirt.)

E. Mood

(NOTE: Going shopping in order to lift your spirits may not be a very good idea. You may buy items that attract attention and lift your spirits for a short time. Later you may find that you have nothing to wear with your purchases and your money has been wasted.)

III. Recommended shopping practices (Assignment Sheet #3)

A. Know what you need before shopping

(NOTE: A clear idea of items needed will prevent you from buying items that you do not need and can prevent impulse buying. Buying a sale item on impulse that is not needed in your wardrobe does not save any money.)

B. Dress appropriately

(NOTE: Wear clothing that is easy to get on and off and wear appropriate undergarments and type of shoes that will be worn with the outfit that you are purchasing. For example, wear dress shoes if you are purchasing dress clothes.)

C. Shop for quality and price

D. Try on clothes and shoes for a perfect fit

(NOTE: Ready-to-wear clothing may vary as much as one inch within the same size and brand name.)

E. Choose colors that complement your skin tones

(NOTE: Choose colors that blend or contrast and that give unity to an outfit. Avoid introducing too many colors into your wardrobe.)

F. Shop alone if you know exactly what you want

(NOTE: Sometimes a friend's opinion is needed but other times he or she may be overly persuasive and influence you to buy something you will not like.)

INFORMATION SHEET

G. Check the construction of the garment

H. Become familiar with brand names and care labels

I. Return unwanted items to the store within one week if possible

(NOTE: When returning merchandise, in most cases the sales receipt is required. If the item was not faulty, be sure that it is in resalable condition when it is returned. When products are damaged by the consumer and then returned, the consumer suffers in the long run because the store will often increase prices to make up for such losses.)

IV. Types of clothing sales (Supplement #2)

(NOTE: It would be hard to fill all of your clothing needs through sale purchases, but if you plan ahead, considerable savings can be had by shopping sales. When shopping sales, keep in mind that a bargain is only a good buy when it suits your needs at a price you want to pay.)

A. End-of-season sales

(NOTE: If one can anticipate clothing needs for the next year, garments can be purchased at the end of a season at considerable savings. An end-of-season sale is probably the very best time to save money on basic items.)

B. Clearance sales

(NOTE: In most cases, clearance sales are held in order to get rid of slow-moving items.)

C. Annual sales

(NOTE: The purpose of this type of sale is to attract customers to the store during slow selling seasons.)

D. Special purchase sales

(NOTE: Consumers need to be aware that sometimes special purchase sale merchandise may be slightly imperfect.)

E. Anniversary sales

(NOTE: For an anniversary sale, many departments in the store will mark down a few items to stimulate sales in the store.)

INFORMATION SHEET

V. Types of places for purchasing clothing (Assignment Sheet #4)

A. Department stores — Usually offer a full line of items and related services

EXAMPLES: May offer more than one kind of credit

May offer fashion coordination services

May offer gift wrapping services

B. Speciality stores — Usually sell one kind of apparel; sometimes feature unusual or hard-to-find items

EXAMPLES: Stout women's clothing, extra tall men's clothing, sports clothing

C. Discount stores — Usually sell discontinued styles at reduced prices; may remove labels from garments

(NOTE: Many times discount stores do not spend much money for displaying items. In order to find the good buys, one may have to spend time looking through a crowded rack. However, careful shopping at a discount store can result in savings.)

D. Variety stores — Usually do not offer a full line of items; customers must often serve themselves

E. Mail-order/catalog stores — Save time and expense of going to a store; do not provide the opportunity to see merchandise before purchasing

F. Thrift shops and garage sales — Provide an opportunity to purchase quality items at a greatly reduced price; generally no credit purchases are allowed and items cannot be returned

G. Manufacturers' outlets — Usually offer garments with minor flaws; accept few returns

(NOTE: Outlet stores are somewhat related to discount stores in that both sell clothes at reduced prices. Many of their items are irregulars and seconds.)

VI. Rules to observe when shopping (Transparency #2)

A. Refold any merchandise after you have taken it from the counter

B. Hang clothes back on hangers after you have tried them on for fit

C. Respect sales people by speaking kindly to them

INFORMATION SHEET

D. Be courteous to other shoppers

EXAMPLE: If you have a large number of items, allow someone with only one or two items to go before you in the checkout line.

E. Be very careful when trying on clothes to avoid getting makeup or soil on them

(NOTE: Be sure that you have bathed and are perfectly clean when you shop.)

VII. Shopping aids (Assignment Sheet #5)

A. List of clothing needed

(NOTE: This will prevent impulse buying and will keep you from forgetting needed items.)

B. Size card

(NOTE: If possible, record the size that you wear in each brand. This is a good idea because a size five in one brand may be larger than a size five in another brand.)

C. Small swatches of any items of clothing that you want to match

(NOTE: If you want a shirt to match a certain pair of slacks, take a scrap of the slacks fabric with you. If the slacks were ready-made, carefully clip a small swatch of fabric from one of the seam allowances.)

VIII. Figure types (Transparencies #3 and #4)

(NOTE: When selecting garments and patterns, select styles that will accentuate the positive aspects of your figure and downplay the negative aspects.)

A. Female figure types

1. Girls

(NOTE: There is no average height for the girls figure type. The figure has no defined bust and has a short waist length.)

2. Young junior/teen

(NOTE: The height is usually 5′1″ to 5′3″. The bust position is high and the waist length is short.)

3. Junior petite

(NOTE: The height is usually 5′ to 5′1″. The bust position is average and the waist length is short.)

INFORMATION SHEET

4. Junior

   (NOTE: The average height is 5′4″ to 5′5″. The bust position is high and the waist length is short.)

5. Miss petite

   (NOTE: The height is usually 5′2″ to 5′3″. The bust position is average and the waist length is short. The figure is generally fully developed.)

6. Misses

   (NOTE: The height is usually 5′5″ to 5′6″. The bust position and waist length are usually average. This figure type has a fully developed, well-proportioned figure.)

7. Womens

   (NOTE: The height is usually 5′5″ to 5′6″. The bust position and waist length are usually average. This figure type is proportionally larger than the other figure types and is a more mature type figure.)

B. Male figure types

(NOTE: The following are standard figure types for males. The numerical designation on mens' suits refers to chest size. Dress shirt sizes are determined by the neck and sleeve length measurements. Sport shirts are sized small, medium, large, and extra large. Pants are sized according to the waist and length measurements. Outerwear such as overcoats may be sold in suit sizes or in small, medium, large, or extra large.)

1. Boys

   (NOTE: The height is usually 4′ to 4′10″. This figure type is for the young growing boy just beginning to mature.)

2. Teen boys

   (NOTE: The height is usually 5′1″ to 5′8″ with youthful build, shoulders and hips not as developed as those of a man.)

3. Mens

   (NOTE: The height is usually 5′10″ or above with fully developed shoulders, hips and neck.)

INFORMATION SHEET

IX. Guidelines for judging quality of ready-to-wear clothing (Transparencies #5 and #6; Assignment Sheet #6)

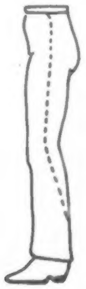
(NOTE: The key to selecting the best merchandise for the amount of money to be spent is to acquire some knowledge of garment construction, fiber performance and related care requirements. Also, if you feel a garment is too expensive, decide how many times you will be wearing it. Then calculate the cost per wearing.)

A. Fabric should be cut on grain (Figures 1 and 2)

(NOTE: Fabric cut off grain may cause the garment to twist around the body.)

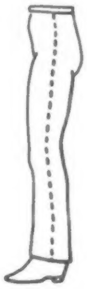
EXAMPLE:

FIGURE 1



Off Grain

FIGURE 2



On Grain

B. Designs in fabric should match at seam lines and openings

(NOTE: If designs do not match, the garment will look unbalanced.)

C. Seams should be of uniform width, flat, and generous enough to prevent strain

D. Fabric allowance should be generous enough so the pleats, pockets, lapels and facings do not appear strained

E. Stitching should be done with thread of suitable weight and color

F. Reinforcements should appear in areas of strain

EXAMPLES: Bar tacks, metal rivets, reinforcement stitching

G. Hems should be uniform in width, flat and should be invisibly stitched into place

(NOTE: Some hems are sewn with contrasting color of thread for decorative effect.)

INFORMATION SHEET

H. Garment fasteners should be appropriately placed and firmly attached

EXAMPLES: Buttons, hooks and eyes, snaps

I. Buttonholes should be cut on grain of fabric, smooth, and properly placed

J. Zippers should be of suitable weight, length, strength, and color for the garment; should remain closed at the top when stress is applied

K. Linings should be smooth and of appropriate weight and texture for the outer fabrics

L. Interfacings should be properly placed to give support and detail to the design

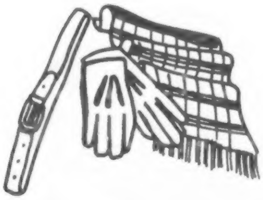
X. Guidelines for purchasing accessories (Assignment Sheet #7)

(NOTE: Accessories add a finishing touch to your outfit.)

A. Select accessories that are needed (Figure 3)

EXAMPLES:

FIGURE 3



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(NOTE: Too many accessories may cause you to look overdone or overdressed.)

B. Select items that complement or blend with the outfit that you plan to wear

EXAMPLE: Brightly colored scarf or tie

(NOTE: Be sure items complement the color tones in your skin.)

C. Select items that are in proportion to your body size

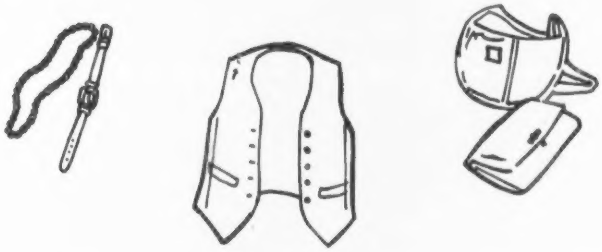
EXAMPLE: If you are short and have a small figure, you should select small accessories.

INFORMATION SHEET

D. Select accessories that can be worn with several outfits (Figure 4)

EXAMPLES:

FIGURE 4



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E. Select items that are easy to care for

XI. Guidelines for buying shoes

A. Inventory need for shoes before buying

(NOTE: Before you decide to buy new shoes, look at your clothes to see what can be worn with the shoes you have.)

B. Get the best fit for your feet

(NOTE: Your feet need to be fitted in shoes that feel comfortable. You should save your money until you have enough to buy well-fitted shoes.)

C. Select shoes in basic colors

(NOTE: Generally brown, black, navy, and white shoes combine well with most clothes.)

D. Decide what clothes will be worn with the new shoes

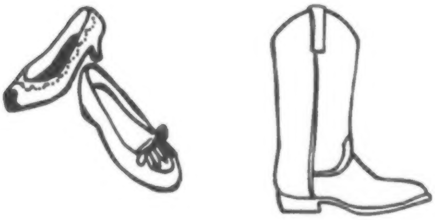
INFORMATION SHEET

E. Decide where the shoes will be worn (Figure 5)

(NOTE: If you are buying shoes in which to do lots of walking and standing, low heels may be most appropriate; boots may be appropriate with jeans.)

EXAMPLES:

FIGURE 5



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F. Try on both shoes

(NOTE: Walk in the new shoes both on carpeted and hard-surfaced floors.)

XII. Guidelines for buying underclothes

(NOTE: A few simple underclothes, chosen with the rest of your wardrobe in mind, will probably serve your needs. For best results when you wear white clothes, choose underclothes that are the color of your skin. This combination helps your skin and your clothes blend together to look neat and attractive.)

A. Choose simple items

(NOTE: Items having frills, lace, or thick bands may show through the outer garments.)

B. Try on underclothes before buying

(NOTE: Be sure and observe your state's laws regarding the trying on of undergarments.)

C. Buy washable and durable underclothes

(NOTE: Cotton, nylon, polyester, and acrylic are commonly used fabrics.)

D. Examine construction and care label very closely

(NOTE: Be sure to follow the manufacturer's directions when washing underclothes.)

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

ASSIGNMENT SHEET #1 — DEVELOP A BASIC WARDROBE

NAME ________________________________ SCORE ______________

Faced with inflation and an ever-shrinking dollar, the best clothing buys are those that last the longest. This may not always agree with the latest fashion, but it makes for a wise investment. In the long run it is better to buy quality and not quantity. One should look for the kind of fashion that will remain in good taste for a long time.

Being able to mix and match will also save your clothing dollar. Purchasing a few wardrobe basics is the key to having a wardrobe that works for you at a price that you can afford.

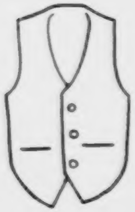
PART I

Coordinate by color and style enough outer clothing to last you for five days. Use the examples of basic clothing that are pictured in this assignment sheet and obtain pictures from fashion magazines and pattern books. Mount pictures of your selections on paper and attach them to this assignment sheet. Indicate the colors of the items that you select by placing a small swatch of fabric beside each wardrobe item.

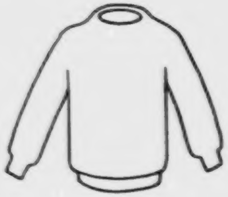
(NOTE: Remember to choose basic colors for such items as blazers, skirts, and slacks. Add color by choosing coordinating blouses and shirts. Brightly colored accessories can also add variety and coordination to a wardrobe.)

Indicate how the items you have selected will coordinate into five days' outfits by answering the questions that follow.

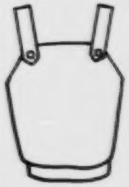
ASSIGNMENT SHEET #1



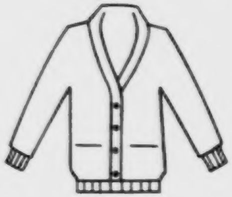
Vest



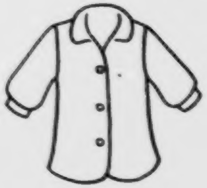
Pullover Sweater



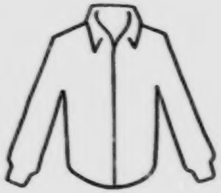
Sleeveless Top



Cardigan Sweater



Blouse



Shirt

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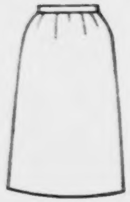
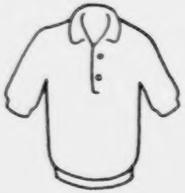
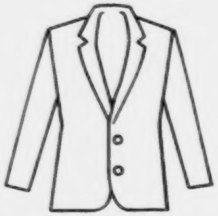
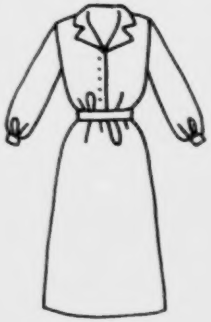
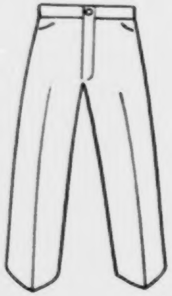
ASSIGNMENT SHEET #1


Skirt


Knit Shirt


Jacket


Dress


Slacks

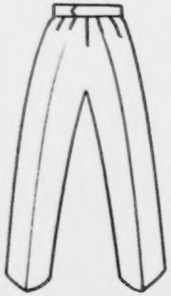

Slacks

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Illustration of dress used with permission of Acropolis Books LTD, Washington, DC 20009. From *Working Wardrobe* ($14.95) by Janet Wallach, 1981.

ASSIGNMENT SHEET #1

EXAMPLE:

What items are to be worn? Grey jacket, navy blue slacks, and white shirt

How are you going to accessorize your outfit? Black loafers, navy blue and burgundy tie or gold chain, and navy blue socks

Where will this outfit be worn? All sports banquet

A. **Day #1**

What items are to be worn? ____________________

How are you going to accessorize your outfit? ____________________

Where will this outfit be worn? ____________________

B. **Day #2**

What items are to be worn? ____________________

How are you going to accessorize your outfit? ____________________

Where will this outfit be worn? ____________________

C. **Day #3**

What items are to be worn? ____________________

How are you going to accessorize your outfit? ____________________

Where will this outfit be worn? ____________________

ASSIGNMENT SHEET #1

D. **Day #4**

What items are to be worn? ______________________________

____

How are you going to accessorize your outfit? ______________________________

____

Where will this outfit be worn? ______________________________

E. **Day #5**

What items are to be worn? ______________________________

____

How are you going to accessorize your outfit? ______________________________

____

Where will this outfit be worn? ______________________________

F. What basic wardrobe items did you most often use when planning your five-day wardrobe?

____

____

Can you see the need for paying more for these items than for other items that you do not wear quite as often?

____

Explain your answer. ______________________________

____

____

PART II

Buying items that you can mix and match will greatly extend your wardrobe. Combining a few basic outfits will allow you to put together many different looks.

Study the following example for combining wardrobe pieces. Complete the working wardrobe plan appropriate to your personal needs.

ASSIGNMENT SHEET #1

EXAMPLE:

Develop a two-color wardrobe by combining twelve garments which can be coordinated into forty different looks.

WORKING WARDROBE PLAN — FEMALE

2 Coordinating Colors; 11 Separates and 1 Dress

Garment	Color			
	Black	**Red**	**Accents**	**Coordinate with:**
1. Jacket	Cardigan			All skirts & dresses
2. Jacket	Tweed blazer black/white			All skirts & dresses
3. Slacks/skirt	Tweed dirndl black/white			All jackets, blouses, sweaters, tweed jacket
4. Skirt	Pleated			All jackets, sweaters, blouses, & cardigan
5. Skirt	Small geometric print dirndl			All jackets, blouses, sweaters
6. Blouse	Small geometric print shirt			All skirts
7. Blouse			White shirt	All skirts
8. Blouse			White bow-tie blouse	All skirts
9. Blouse			Yellow shirt	All skirts
10. Sweater	V-neck pullover			Blouses and skirts
11. Sweater		Cardigan		All skirts & dresses
12. Dress		Long sleeve wool		Jackets, sweater or on its own
Coat	All weather, zipout lining			

Combinations for 40 Different Looks

Week 1	Week 2	Week 3	Week 4
1, 4, 6	1, 12	2, 12	2, 3, 11
4, 7, 10	1, 4, 7	2, 5, 6	12, 11
2, 3, 9	4, 6, 10	1, 4, 9	1, 5, 9
12	2, 3, 8	4, 8, 10	1, 4, 8
1, 5, 6	5, 6	2, 3, 6	4, 10, 11
Week 5	Week 6	Week 7	Week 8
2, 4, 6	5, 7, 10	1, 3, 8, 11	4, 9, 10
3, 7, 10	2, 4, 7	5, 10, 11	4, 10
5, 6, 11	3, 6, 10	2, 4, 9	1, 3, 9
1, 3, 8	5, 9, 11	3, 8, 10	2, 4, 11
5, 6, 10	1, 3, 7	5, 11	3, 10, 11

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ASSIGNMENT SHEET #1

EXAMPLE:

Develop a two-color wardrobe by combining twelve garments which can be coordinated into forty different looks.

WORKING WARDROBE PLAN — FEMALE
2 Coordinating Colors; 11 Separates and 1 Dress

Garment	**Colors**			
			Accents	**Coordinate with:**
1. Jacket				
2. Jacket				
3. Slacks/skirt				
4. Skirt				
5. Skirt				
6. Blouse				
7. Blouse				
8. Blouse				
9. Blouse				
10. Sweater				
11. Sweater				
12. Dress				
Coat				

Combinations for 40 Different Looks

Week 1	Week 2	Week 3	Week 4
1, 4, 6	1, 12	2, 12	2, 3, 11
4, 7, 10	1, 4, 7	2, 5, 6	12, 11
2, 3, 9	4, 6, 10	1, 4, 9	1, 5, 9
12	2, 3, 8	4, 8, 10	1, 4, 8
1, 5, 6	5, 6	2, 3, 6	4, 10, 11
Week 5	Week 6	Week 7	Week 8
2, 4, 6	5, 7, 10	1, 3, 8, 11	4, 9, 10
3, 7, 10	2, 4, 7	5, 10, 11	4, 10
5, 6, 11	3, 6, 10	2, 4, 9	1, 3, 9
1, 3, 8	5, 9, 11	3, 8, 10	2, 4, 11
5, 6, 10	1, 3, 7	5, 11	3, 10, 11

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(NOTE: Additional skirts and slacks can be added, using the basic colors, to further extend the possible number of combinations of clothing.)

ASSIGNMENT SHEET #1

Develop a two-color wardrobe by combining twelve garments which can be coordinated into forty different looks.

WORKING WARDROBE PLAN — MALE
2 Coordinating Colors; 11 Separates and 1 Suit

Garment	Colors			
			Accents	Coordinate with:
1. Sportcoat				
2. Sportcoat				
3. Slacks				
4. Slacks				
5. Slacks				
6. Shirt				
7. Shirt				
8. Shirt				
9. Shirt				
10. Sweater				
11. Vest				
12. Suit				
Coat				

Combinations for 40 Different Looks

Week 1	Week 2	Week 3	Week 4
1, 4, 6	1, 12 (slacks)	3, 12 (coat)	2, 3, 11
4, 7, 10	1, 4, 7	2, 5, 6	12, 11
2, 3, 9	4, 6, 10	1, 4, 9	1, 5, 9
12	2, 3, 8	4, 8, 10	1, 4, 8
1, 5, 6	5, 6	2, 3, 6	4, 10, 11
Week 5	Week 6	Week 7	Week 8
2, 4, 6	5, 7, 10	1, 3, 8, 11	4, 9, 10
3, 7, 10	2, 4, 7	5, 10, 11	4, 10
5, 6, 11	3, 6, 10	2, 4, 9	1, 3, 9
1, 3, 8	5, 9, 11	3, 8, 10	2, 4, 11
5, 6, 10	1, 3, 7	5, 11	3, 10, 11

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(NOTE: Additional slacks can be added, using the basic colors, to further extend the possible number of combinations of clothing.)

ASSIGNMENT SHEET #1

PART III

You can make shopping for clothing much easier if you plan around a few pieces in basic colors. Answer the following questions.

A. What basic pieces do you need to add to your wardrobe? ____________________

____

____

B. What colors do you wear most often? ______________________________

____

Are these basic colors from which you can build a good working wardrobe? __________

____

Why or why not? ____________________________________

____

____

____

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

ASSIGNMENT SHEET #2 — ANALYZE FACTORS THAT INFLUENCE PERSONAL BUYING HABITS

NAME ________________________________ SCORE ______________

Have you ever seriously thought about why you buy the clothes you do? Think about some of the clothes in your closet. What influenced you to buy them?

Of all the factors that can cause you to buy certain outfits, the advertising industry and peer group pressure probably have the greatest influence. Retailers and manufacturers spend millions of dollars a year persuading people to buy their products.

We are all subject to peer group pressure. Some people think that teenagers are more influenced by their peer group than other people, but this probably is not so. If it were, would so many men and women wear almost identical business suits to work each day?

Analyze factors that influence your buying habits by completing the following exercises.

PART I

Select two advertisements from fashion magazines and newpapers. Label them Advertisement #1 and Advertisement #2 and attach them to this Assignment Sheet. Analyze the advertisements by answering the following questions.

Advertisement #1

A. What in this ad attracted your attention? ______________________________

____

____

B. What product is being advertised? ______________________________

____

____

C. What information about the product is discussed in the ad? ______________

____

____

____

ASSIGNMENT SHEET #2

D. Would you buy the product because of this ad? ______________________

Explain your answer. ______________________

____

____

Advertisement #2

A. What in this ad attracted your attention? ______________________

____

____

B. What product is being advertised? ______________________

____

____

C. What information about the product is discussed in the ad? ______________________

____

____

____

C. Would you buy the product because of this ad? ______________________

Explain your answer. ______________________

____

____

ASSIGNMENT SHEET #2

PART II

Think about the items in your wardrobe. Were any of them purchased because they were popular with your peer group? List below two items that you have purchased because they were something that everyone else was wearing. Answer the questions that follow.

Item #1 ____

A. Who or what influenced you to buy this item? ____________________

____

Why? ____

____

____

B. How many times have you worn or used this item? ________________

____

C. Do you consider this item a good buy? ________________________

Why or why not? ______________________________________

____

____

Item #2 ____

A. Who or what influenced you to buy this item? ____________________

____

Why? ____

____

____

B. How many times have you worn or used this item? ________________

____

ASSIGNMENT SHEET #2

C. Do you consider this item a good buy? ______________________________

Why or why not? ______________________________

____

____

PART III

Which of the factors discussed in the Information Sheet, Section II, has the most influence on your buying habits?

____

____

Explain your answer. ______________________________

____

____

____

____

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

ASSIGNMENT SHEET #3 — EXPLORE WAYS TO IMPROVE SHOPPING SKILLS

NAME ______________________________ SCORE ____________

Retail stores provide a service to consumers and consumers provide the stores with a means for selling their merchandise. It would be very difficult for either to exist without the other. The consumers and the stores should work together in order to improve the market place for everyone involved.

When shopping, consumers should expect the stores to provide them with products at a price that is suitable for the quality of the product. The consumers also have responsibilities to the stores, such as being courteous to the sales people and handling the merchandise carefully.

Explore ways to improve your shopping skills by interviewing someone who owns or works in a store.

PART I

Use the following questions when conducting your interview.

Name of Store ______________________________

A. What are the best hours to shop at your store? ______________________________

____

B. What types of sales does your store run and what times during the year do they occur? ____

____

____

C. Explain the different methods in which a consumer can pay for a purchase at your store.

EXAMPLES: Lay away, credit cards, cash

____

____

____

ASSIGNMENT SHEET #3

Which method of payment do you recommend as being the best for the consumer to use?

____

Why? ____

____

D. What can consumers do to prevent damage from occurring to merchandise while it is being tried on for fit or being examined for purchase?

____

____

____

____

E. Explain your store's policy for returning merchandise. ______________

____

____

____

____

F. What time of year does your store have a peak selection of merchandise?

____

____

G. Have you observed shoppers being courteous? ______________

Discourteous? ______________________________

How was each of these customers treated by the store personnel?

____

____

____

____

ASSIGNMENT SHEET #3

PART II

Now that you have completed the interview, explain what you think you could do to improve your shopping skills.

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

ASSIGNMENT SHEET #4 — GATHER INFORMATION ABOUT LOCAL CLOTHING STORES

NAME ________________________ SCORE __________

Deciding when and where you want to shop are two important ways to make your shopping trips successful. Consider where you live, what you want to buy, and how much money you are willing or able to spend on each item. All of these factors affect the stores that you will go to and when you will go to them.

If you live in a rural area, it may be necessary for you to travel to a large town to get items that you need. Large shopping areas provide the consumer with a large variety of products. One must also take into consideration the time and money that are spent on out-of-town shopping trips.

Gather information about local clothing stores by completing the following exercises. Write the name of a store from your community or town under each heading and answer the questions that follow.

(NOTE: It may not be possible to complete every catagory.)

A. Department store

____

What types of products are sold at this store?

____

____

____

B. Speciality store

____

What types of products are sold at this store?

____

____

____

ASSIGNMENT SHEET #4

C. Discount store

____

What types of products are sold at this store?

____

____

____

D. Variety store

____

What types of products are sold at this store?

____

____

____

E. Mail-order/catalog store

____

What types of products are sold at this store?

____

____

____

F. Thrift shop

____

What types of products are sold at this store?

____

____

____

ASSIGNMENT SHEET #4

G. Manufacturer's outlet

____

What types of products are sold at this store?

____

____

____

H. Are there any wardrobe products that you need that you cannot obtain from a store in your community? ______________ List the products if any. ______________

____

I. Where do you have to go to get these products? ______________________

____

J. Which store in your area do you feel has the best selection of products?

____

____

____

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

ASSIGNMENT SHEET #5 — MAKE A SHOPPING AID

NAME ______________________________ SCORE ______________

Unless you have an unlimited budget and lots of time, you will need to be organized in order to meet your wardrobe needs.

Planning ahead is the key to successful organization. Having items such as a shopping list, a card with your correct sizes on it, and swatches from any items that you want to match, will aid in making purchases of needed items.

Make a shopping aid. The aid may be one listed below or another item that you feel would aid you in your wardrobe planning.

List of Clothing Needed

This should be made after your clothing has been inventoried. These items should be listed on a card that is small enough to fit into your wallet or purse for ease when shopping.

Size Card

In order to make a size card, you will need to very carefully take your measurements and record them on a card. This card should be small enough to fit into your wallet.

Small Swatches

These small swatches should be from clothing that is in your closet. Be very careful when taking these from your clothing and do not cut too deeply into the seam. The swatches will enable you to match or blend these items with clothing that you are purchasing. This will help prevent the purchasing of items with which you have nothing to wear. The swatches should be glued on a small card and carried with you when doing your shopping.

Explain how you plan to use your shopping aid to improve your shopping skills.

____

____

____

____

____

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

ASSIGNMENT SHEET #6 — DETERMINE PRICE PER WEARING OF CLOTHING

NAME ______________________________ SCORE ______________

When you are about to splurge on a great shirt that simply does not go with anything, think about how much it will cost you each time you wear it. Do you think that you will wear the shirt to a party, or perhaps a family dinner? If the shirt cost $25.00 and you only wore it one time, it has cost you $25.00 for the wearing. A $25.00 shirt that is plainer and more practical might be worn as many as twenty-five to fifty times making each wearing cost $1.00 to $ .50.

Purchasing items that are costly per wearing is not a very good way to improve your wardrobe. Complete the following charts to determine cost per wearing of six items selected from your wardrobe. The items may be such things as accessories, shoes, clothes, or purses. To determine the cost per wearing, divide the cost of item by how many times it was worn.

EXAMPLE:

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING
Satin shirt	Found on sale table. Thought it was a good buy.	2	$27.98	$13.99

ASSIGNMENT SHEET #6

A.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ____________________

Explain your answer. ____________________

____

____

B.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ____________________

Explain your answer. ____________________

____

____

ASSIGNMENT SHEET #6

C.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ____________________

Explain your answer. ____________________

____

____

D.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ____________________

Explain your answer. ____________________

____

____

ASSIGNMENT SHEET #6

E.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ____________________

Explain your answer. ____________________

____

____

F.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? ____________________

Explain your answer. ____________________

____

____

ASSIGNMENT SHEET #6

G. Make a brief list of clothing items that you need.

____

____

____

H. Review the items for which you have determined the cost per wearing. Do you see where you might have saved money to acquire the needed items if you had been a wiser shopper?

____

Explain your answer. ______________________________

____

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

ASSIGNMENT SHEET #7 — SELECT COMPLEMENTARY WARDROBE ITEMS

NAME ______________________________ SCORE ____________

When shopping for clothing, much attention is given to the selection of outer garments. Equal attention should be given to the selection of accessories, shoes, and undergarments. The proper selection of these items can give your outfit a total look.

Select complementary items for your wardrobe. Describe an outfit that you need. Cut from a catalog pictures of the accessories, shoes, and undergarments needed to complete this outfit. Attach these pictures to the areas indicated.

A. Description of outfit

EXAMPLE: Black slacks and white sweater

____

____

Where is the outfit to be worn? ______________________________

____

B. Accessories to be worn with outfit

ASSIGNMENT SHEET #7

Why were these accessories selected?

____

____

____

C. Shoes to be worn with outfit

Why were these shoes selected?

____

____

____

ASSIGNMENT SHEET #7

D. Undergarments to be worn with outfit

Why were these undergarments selected?

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4 — Completed to the satisfaction of the instructor

Assignment Sheet #5 — Completed to the satisfaction of the instructor

Assignment Sheet #6 — Completed to the satisfaction of the instructor

Assignment Sheet #7 — Completed to the satisfaction of the instructor

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Identify ways to stretch clothing dollars. Write an "X" in the blank before each correct answer.

_____a. Concentrate on buying fad items

_____b. Know the kinds of things you want to buy

_____c. Make a list of the places you plan to shop

_____d. Choose the stores where you can get the best value for your money

_____e. Avoid buying clothing considered to be classics

_____f. Know what to look for to get a good buy

_____g. Develop and use home sewing skills

_____h. Buy clothing that can be mixed and matched with other items in your wardrobe

_____i. Consider care required before selecting garments

2. List four factors that influence buying habits.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. State six recommended shopping practices.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

TEST

e. ____

f. ____

4. List types of clothing sales.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

5. Identify types of places for purchasing clothing. Write the correct numbers in the blanks.

   ______a. Usually offer garments with minor flaws; accept few returns

   ______b. Save time and expense of going to a store; do not provide the opportunity to see merchandise before purchasing

   ______c. Usually sell discontinued styles at reduced prices; may remove labels from garments

   ______d. Usually offer a full line of items and related services

   ______e. Usually sell one kind of apparel; sometimes feature unusual or hard-to-find items

   ______f. Usually do not offer a full line of items; customers must often serve themselves

   ______g. Provide an opportunity to purchase quality items at a greatly reduced price; generally no credit purchases are allowed, and items cannot be returned

   1. Department stores
   2. Specialty stores
   3. Discount stores
   4. Variety stores
   5. Mail-order/catalog stores
   6. Thrift shops and garage sales
   7. Manufacturers' outlets

6. State four rules to observe when shopping.

   a. ____

   ____

TEST

b. ____________________

____

c. ____________________

____

d. ____________________

____

7. Identify shopping aids. Write an "X" in the blank before each correct answer.

_____a. Care cards

_____b. List of clothing needed

_____c. Small swatches of any items of clothing that you want to match

_____d. Advertisement clippings

_____e. Size card

8. List four female and three male figure types.

a. Female

1) ____________________

2) ____________________

3) ____________________

4) ____________________

b. Male

1) ____________________

2) ____________________

3) ____________________

9. State eight guidelines for judging quality of ready-to-wear clothing.

a. ____________________

____

TEST

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

f. ______________________________

____

g. ______________________________

____

h. ______________________________

____

10. Identify guidelines for purchasing accessories. Write an "X" in the blank before each correct answer.

_____a. Select items that are easy to care for

_____b. Select multicolored silk items

_____c. Select accessories that are needed

_____d. Select items that call attention to your body size

_____e. Select items that complement or blend with the outfit that you plan to wear

_____f. Select accessories that can be worn with several outfits

11. Identify guidelines for buying shoes. Write an "X" in the blank before each correct answer.

_____a. Wait until end-of-season sale

_____b. Inventory need for shoes before buying

TEST

_____c. Select shoes in bright colors

_____d. Always buy the same size

_____e. Try on right shoe only

_____f. Get the best fit for your feet

_____g. Decide what clothes will be worn with the new shoes

_____h. Decide where the shoes will be worn

12. Identify guidelines for buying underclothes. Write an "X" in the blank before each correct answer.

_____a. Examine construction and care label very closely

_____b. Buy rayon and silk underclothes

_____c. Choose simple items

_____d. Try on underclothes before buying

_____e. Buy one size larger

(NOTE: Test questions 13 through 19 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

13. Develop a basic wardrobe.

14. Analyze factors that influence personal buying habits.

15. Explore ways to improve shopping skills.

16. Gather information about local clothing stores.

17. Make a shopping aid.

18. Determine price per wearing of clothing.

19. Select complementary wardrobe items.

STRETCHING YOUR CLOTHING DOLLAR
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guide and should be adapted to meet the needs of each teaching/learning situation. The total is 214.)

1. (18 points)
   b, c, d, f, g, h, i

2. (4 points)
   Answer should include any four of the following
   a. Advertising
   b. Fashion industry
   c. Peer group
   d. Lifestyle
   e. Mood

3. (12 points)
   Answer should include any six of the following
   a. Know what you need before shopping
   b. Dress appropriately
   c. Shop for quality and price
   d. Try on clothes and shoes for a perfect fit
   e. Choose colors that complement your skin tones
   f. Shop alone if you know exactly what you want
   g. Check the construction of the garment
   h. Become familiar with brand names and care labels
   i. Return unwanted items to the store within one week if possible

4. (5 points)
   a. End-of-season sales
   b. Clearance sales
   c. Annual sales
   d. Special purchase sales
   e. Anniversary sales

5. (14 points)

a. 7	e. 2
b. 5	f. 4
c. 3	g. 6
d. 1	

6. (8 points)
   Answer should include any four of the following
   a. Refold any merchandise after you have taken it from the counter
   b. Hang clothes back on hangers after you have tried them on for fit

ANSWERS TO TEST

c. Respect sales people by speaking kindly to them
d. Be courteous to other shoppers
e. Be very careful when trying on clothes to avoid getting makeup or soil on them

7. (10 points)
   b, c, e

8. (7 points)
   Answer should include any four female and all three male figure types
   a. Female
      1) Girls
      2) Young junior/teen
      3) Junior petite
      4) Junior
      5) Miss petite
      6) Misses
      7) Womens
   b. Male
      1) Boys
      2) Teen boys
      3) Mens

9. (16 points)
   Answer should include any eight of the following
   a. Fabric should be cut on grain
   b. Designs in fabric should match at seam lines and openings
   c. Seams should be of uniform width, flat, and generous enough to prevent strain
   d. Fabric allowance should be generous enough so the pleats, pockets, lapels and facings do not appear strained
   e. Stitching should be done with thread of suitable weight and color
   f. Reinforcements should appear in areas of strain
   g. Hems should be uniform in width, flat, and should be invisibly stitched into place
   h. Garment fasteners should be appropriately placed and firmly attached
   i. Buttonholes should be cut on grain of fabric, smooth, and properly placed
   j. Zippers should be of suitable weight, length, strength, and color for the garment; should remain closed at the top when stress is applied
   k. Linings should be smooth and of appropriate weight and texture for the outer fabrics
   l. Interfacings should be properly placed to give support and detail to the design

10. (12 points)
    a, c, e, f

11. (16 points)
    b, f, g, h

ANSWERS TO TEST

12. (10 points)
    a, c, d
13. Completed to the satisfaction of the instructor (20 points)
14. Completed to the satisfaction of the instructor (15 points)
15. Completed to the satisfaction of the instructor (10 points)
16. Completed to the satisfaction of the instructor (10 points)
17. Completed to the satisfaction of the instructor (10 points)
18. Completed to the satisfaction of the instructor (10 points)
19. Completed to the satisfaction of the instructor (7 points)

CLOTHING CARE AND MAINTENANCE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to state ways to increase the useful life of clothing and determine care required for clothing items. The student will show this knowledge by completing the assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. State ways to increase life of clothing.
2. Identify types of laundry products.
3. Identify hints for preparing clothes for dry cleaning.
4. Arrange in order steps for hand washing clothing.
5. Discuss methods of drying clothes.
6. Identify guidelines for ironing.
7. State ways to store clothing properly.
8. Determine care required for clothing items.
9. Record information from laundry product labels.
10. Identify the appropriate type of bleach for garment and fabric type.
11. Gather information about methods of drying clothes.
12. Demonstrate the ability to
    a. Iron a shirt or blouse.
    b. Iron slacks.

CLOTHING CARE AND MAINTENANCE
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Supplements
  1. Supplement #1 — List Garments and Household Items That Should Be Washed or Dry Cleaned in a Given Week
  2. Supplement #2 — Block a Sweater
  3. Supplement #3 — Apply an Iron-on Patch
  4. Supplement #4 — Use a Pressing Cloth to Press a Wool Garment
  5. Supplement #5 — Ways to Clean Accessories
- D. Information sheet
- E. Assignment sheets
  1. Assignment Sheet #1 — Determine Care Required for Clothing Items
  2. Assignment Sheet #2 — Record Information from Laundry Product Labels
  3. Assignment Sheet #3 — Identify the Appropriate Type of Bleach for Garment and Fabric Type
  4. Assignment Sheet #4 — Gather Information About Methods of Drying Clothes
- F. Answers to assignment sheets
- G. Job sheets
  1. Job Sheet #1 — Iron a Shirt or Blouse
  2. Job Sheet #2 — Iron Slacks
- H. Test
- I. Answers to test

CLOTHING CARE AND MAINTENANCE
UNIT III

SUGGESTED ACTIVITIES

II. Instructor's guide

A. Order materials to supplement unit

1. Books

a. *A Handbook of Industry Terms.* New York: The Soap and Detergent Association, 1979.

(NOTE: This book contains terms associated with soaps and detergents. It is available from the Soap and Detergent Association, 475 Park Avenue South, New York, New York 10016.)

b. Learn, Jean. *Teaching Aids from Procter and Gamble — Laundering.*Cincinnati, Ohio: Procter and Gamble Company, 1969.

(NOTE: This book contains lesson plans, information and transparency masters for a unit on laundry. It is available from the Supervisor, Educational Services, Procter and Gamble Company, P.O. Box 599, Cincinnati, Ohio 45201.)

2. Media

a. *Care for Your Clothes.* Color slides and audio cassette, 15 minutes, Clorox Company, 1976. Available from the Clorox Company, 1221 Broadway, Oakland, California 94612.

(NOTE: This slide/tape presentation shows how preventive care will save money. It also discusses the uses of bleaches, soaps, and fabric softeners, and washer and dryer capabilities.)

b. *Laundry Problems of the 80's.*Color slides and script, self-paced, Maytag, 1980. Available from the Maytag Company, Home Economics Department, Newton, Iowa 50208.

(NOTE: This presentation describes major laundry problems, why problems occur, and how they can be solved.)

c. *Let's Look at Laundry Products.*Color slides and script, self-paced, Soap and Detergent Association; covers soaps and detergents, water conditioners, pre-wash products, laundry detergent boosters, prewash soil and stain removers, and fabric softeners.)

(NOTE: Slide/tape presentations a through c may be obtained by contacting your county Oklahoma State University Extension Home Economist.)

SUGGESTED ACTIVITIES

d. *Proper Ironing Techniques.* Color videotape. Available for purchase from State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

B. Provide students with objective sheet.

C. Discuss unit and specific objectives.

1. Introduce unit by helping students realize the importance of proper care of their clothing.

SUGGESTIONS:

- Have students list items of their clothing that have been ruined because proper care was not taken when the item was being cleaned.
- Review with students "Clothing Care," Unit V, from *Home Economics I: Basic Core* (p. HE I - 181 - D) and "Labeling," Unit I, from *Home Economics II: Basic Core*(p. HE II - 1 - C).
- As students complete Supplement #1, ask them to indicate whether they think the item should be dry cleaned, hand washed or machine washed.

2. Discuss how preventive care will save clothing in the long run.

SUGGESTIONS:

- Write on the chalk board "A stitch in time saves nine." Relate that proper clothing care and maintenance is the best policy.
- Allow students to view filmstrip *Care for Your Clothing* or *Laundry Problems of the 80's.*

D. Provide students with information sheet, assignment sheets, and job sheets.

E. Discuss information sheets, assignment sheets, and job sheets.

1. Discuss the importance of increasing the useful life of clothing. Use Information Sheet, Section I, and Assignment Sheet #1.

SUGGESTIONS:

- Show students various types of hangers and tell which ones are best for hanging heavy coats, etc. Discuss the advantages of using padded hangers and allow students to make a padded hanger as a home project.

SUGGESTED ACTIVITIES

- Display on a bulletin board different types of clothing and lint brushes. Discuss and demonstrate each one. If some types of brushes are not available, it may be possible to borrow them from a department store.

- Provide students with information on stain removal from Assignment Sheet #3 in "Clothing Care," Unit V, from *Home Economics I: Basic Core* (p. HE I - 193 - D.)

- Provide students with clothing items when completing Assignment Sheet #1 or allow students to do this assignment sheet at home. Also show students care information that is found on fabric bolts. Emphasize the importance of following care instructions to prolong the life of clothing.

2. Discuss laundry products. Use Information Sheet, Section II, Assignment Sheets #2 and #3, and Supplement #1.

SUGGESTIONS:

- Allow students to view *Let's Look at Laundry Products.*

- Provide students with necessary containers for completing Assignment Sheet #2.

- Display laundry products, sorting them into groups according to their cleaning power.

  EXAMPLE: Mild soap, mild detergent, all purpose soap, and all purpose detergent

- Discuss how hard and soft water affect clothing and laundry detergents. To show how much more detergent is needed for hard water, put a cup of hard water in a bottle and a cup of soft water in another. Add detergent to each bottle and shake until there is an inch of suds. Keep accurate records of the amount of detergent used in each bottle.

- Demonstrate the effect of fabric softeners on clothing. Wash and dry two loads of towels. Use fabric softener in one of the loads. Ask the students to determine which of the towels were rinsed with the fabric softeners and which were not.

  (NOTE: Fabric softeners can affect the absorbency of fabrics. This should be kept in mind when washing and drying such items as towels.)

- Determine the effect of chlorine bleach on various fibers. Obtain small samples of fabrics made of wool, silk, cotton, nylon, and other fibers. Place a drop of chlorine bleach on each sample. Rub the sample between your fingers. Allow the students to see which fabrics were weakened by the bleach.

SUGGESTED ACTIVITIES

3. Use Information Sheet, Section III, when discussing hints for preparing clothing for dry cleaning.

   SUGGESTIONS:

   - If possible, tour a dry cleaning establishment. Ask the tour guide to show the students the different types of equipment used in the dry cleaning of clothing.
   - Encourage students to compare prices charged by local dry cleaning services.

4. Discuss steps for hand washing clothing. Use Information Sheet, Section IV, and Supplement #2.

   SUGGESTIONS:

   - Give each student an article of clothing and ask him or her to determine if the item should be dry cleaned, hand washed, or machine washed and to give the reason why.
   - Demonstrate how to block a sweater.

5. Use Information Sheet, Section V, and Assignment Sheet #4 when discussing methods of drying clothes.

   SUGGESTIONS:

   - Write each method of drying clothes on the chalk board and ask the students to list the advantages and disadvantages of using each.
   - Allow students to complete Part I of Assignment #4 as homework. Provide students with specialty catalogs when completing Part II of Assignment Sheet #4.

6. Discuss guidelines for ironing. Use Information Sheet, Section VI, Job Sheets #1 and #2, and Supplements #3 and #4.

   SUGGESTIONS:

   - Display and demonstrate various types of ironing and pressing equipment. Show the students various types of irons and steamers.
   - Emphasize that students must use safety precautions when using an iron or steamer.
   - Demonstrate procedures in Job Sheets #1 and #2 and Supplements #3 and #4. Ask students to bring clothing items from home for completing Job Sheets #1 and #2.
   - Allow students to watch videotape *Proper Ironing Techniques.*

SUGGESTED ACTIVITIES

7. Emphasize the importance of properly storing clothing. Use Information Sheet, Section VII.

   SUGGESTIONS:

   - Demonstrate the proper way of hanging clothing on a hanger.
   - Discuss methods of mothproofing clothing.
   - Allow students to organize the drawer space in their dressers or chests of drawers as a home project. If possible, have students take before and after pictures.

8. Point out to students that proper care can prolong the life of their accessories. Use Supplement #5.

   SUGGESTIONS:

   - Demonstrate procedures for cleaning selected accessories.
   - Invite a resource person from a jewelry store to show the proper procedures for cleaning and caring for jewelry.
   - Discuss how to use soil resistant fabric protector.

F. Give test.

G. Reteach and retest if necessary.

III. Unit references

A. Crowley, Carleen Hoyt. *All About Clothes.* New York: Gregg/McGraw-Hill, 1978.

B. Draper, Wanda, and Anetta Bailey. *Steps in Clothing Skills.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

C. Faiola, Theodora, and Jo Ann Pullen. *Guide to Clothing.* New York: McGraw-Hill, Inc., 1982.

D. Gawne, Eleanor, and Bess Oerke. *Dress.* Peoria, Illinois: Chas. A. Bennett Co., 1975.

E. Jones, Jan. *Clothing Your Way.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

SUGGESTED ACTIVITIES

F. Learn, Jean. *Teaching Aids from Procter and Gamble — Laundering.* Cincinnati, Ohio: Procter and Gamble Company, 1969.

G. Liddel, Louise. *Clothes and Your Appearance.* South Holland, Illinois: Goodheart-Willcox Company, Inc., 1977.

H. Sharpton, James. *Cleaning Services: Part II.* Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1982.

I. Williams, Audrey G. Gieseking. *Clothing Skills for Creative Living.* New York: Butterick Publishing, 1979.

IV. Additional references

A. Benson, Ann. *Home Economics II: Basic Core,* rev. by Debbie Truitt. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

B. Clements, Irene, and Judy Coffey. *Home Economics I: Basic Core,* rev. by Joyce Sawatzky. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

SUGGESTED ACTIVITIES

SUPPLEMENT #1 — LIST GARMENTS AND HOUSEHOLD ITEMS THAT SHOULD BE WASHED OR DRY CLEANED IN A GIVEN WEEK

NAME ____

In the space below, list garments and household items that should be cleaned in a given week in your home.

What Do We Wash?

SUGGESTED ACTIVITIES

SUPPLEMENT #2 — BLOCK A SWEATER

NAME ____

(NOTE: In most cases, sweaters should be hand washed and should be laid flat to dry.)

I. Equipment and supplies

   A. Container for washing

      EXAMPLES: Sink, dish pan, bathtub

   B. Warm water

   C. Mild detergent

   D. Paper

      (NOTE: Paper should be large enough to draw the outline of the sweater. A brown paper sack cut open works well.)

   E. Pencil

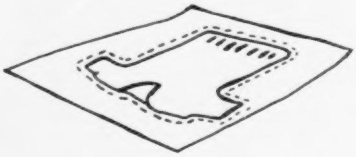
      (NOTE: Use type of pencil that will not smudge or fade on damp sweater.)

   F. Towel

II. Procedures

   A. Read garment label for care instructions

   B. Lay sweater on paper and trace outline



   C. Add detergent to warm water following instructions on detergent package

   D. Soak sweater for five minutes

   E. Gently squeeze suds through sweater

      (NOTE: Be careful not to wring or twist sweater).

SUPPLEMENT #2

F. Rinse sweater thoroughly in cool water until suds are out

(NOTE: More than one rinse water may be required.)

G. Gently squeeze as much water from the sweater as possible

(NOTE: For quicker drying, gently roll sweater in towel to remove excess moisture.)

H. Carefully reshape sweater to outline drawn on paper

I. Lay flat to dry

(NOTE: If sweater is wrinkled after drying, press with cool iron on wrong side.)

SUGGESTED ACTIVITIES

SUPPLEMENT #3 — APPLY AN IRON-ON PATCH

NAME ____

(NOTE: Often it is necessary to mend a damaged item of clothing that still has serviceable life. Rips, tears, and holes can sometimes be easily repaired by applying an iron-on patch.)

I. Equipment and supplies

   A. Ironing board

   B. Dry iron

   C. Item of clothing needing repair

   D. Iron-on patch

   (NOTE: Patch should be compatible with garment fabric, weight, weave, and color.)

II. Procedure

   A. Wash and dry item to be mended

   B. Cut patch slightly larger than area needing repair

   C. Preheat iron at WOOL setting (approximately 325°) for 5 minutes

   D. Heat area to be patched by rubbing with iron until warm

   E. Place patch, shiny side down, on prewarmed area

   F. Hold iron down firmly on patch for 30 seconds

   (CAUTION: Do not slide iron across patch. This may cause patch to slip.)

   (NOTE: On large patches, bond each area separately.)

   G. Allow patch to cool thoroughly and then test for good seal around edges

   (NOTE: If a good seal has not been formed, repeat holding iron on patch for 30 seconds.)

SUGGESTED ACTIVITIES

SUPPLEMENT #4 — USE A PRESSING CLOTH TO PRESS A WOOL GARMENT

NAME ____

(NOTE: To prevent scorching or a shiny appearance of the fabric, a damp pressing cloth should be used on fabric such as wool and silk. The pressing cloth protects the fabric from the heat of the iron, and the extra moisture helps to remove wrinkles that have become set.)

I. Equipment and supplies

  A. Ironing board

  B. Iron

  C. Wool garment (or piece of wool fabric)

  D. Wool pressing cloth

  (NOTE: Wool is the recommended material, but a cotton cloth may be used if wool is not available.)

II. Procedure

  A. Set up ironing station

  B. Preheat iron (WOOL setting)

  C. Moisten wool pressing cloth

  D. Position garment on ironing board, wrong side out

  (NOTE: Buttonholes, pockets, and collars may have to be pressed on the right side.)

  E. Position cloth over first area to be pressed

  F. Press garment, keeping iron on pressing cloth

  G. Continue by moving cloth and pressing garment in sections until finished

  (NOTE: Moisten pressing cloth as needed.)

  H. Hang pressed garment on hanger

SUGGESTED ACTIVITIES

SUPPLEMENT #5 — WAYS TO CLEAN ACCESSORIES

NAME ____

The following instructions can be used when cleaning most accessories. Some items such as collars and belts may need to be professionally cleaned. It is important to read the care instructions before attempting any cleaning procedures.

Gloves

A. Wash in warm water and mild detergent

B. Rub heavily soiled areas

C. Rinse thoroughly

D. Roll in a towel to remove excess moisture

E. Lay flat to dry

Scarves and sweaters

A. Wash in lukewarm water and mild detergent

B. Squeeze the suds through without rubbing or twisting

C. Rinse well

D. Gently squeeze out water

E. Roll in towel to remove excess moisture

F. Lay flat to dry

Leather items — Follow care instructions; may require special cleaner

Plastic items — Wipe with mild soapy water, rinse, and towel dry

Fabric tote bags or back packs

A. Scrub lightly with a soft brush and mild suds

B. Rinse well

C. Blot with towel and hang to dry

D. Protect surface by spraying with soil resistant spray

SUPPLEMENT #5

Hats and caps

A. Wash in mild detergent and warm water

B. Do not twist or wring

C. Reshape for drying

(NOTE: It may be helpful to stuff paper inside the cap or hat to retain its shape, or allow to dry on wig head.)

CLOTHING CARE AND MAINTENANCE
UNIT III

INFORMATION SHEET

I. Ways to increase life of clothing (Assignment Sheet #1)

   A. Avoid wearing an outfit two days in a row

   (NOTE: A garment will look better and last longer if given a rest. This will allow the fibers to return to their original shape.)

   B. Hang clothes properly

   (NOTE: Use a sturdy hanger when hanging your clothes to help garments hold their shape. Space the hangers a few inches apart on the closet rod. The fibers need air to "breath." Be sure that clothes are hanging straight and even on the hanger. Buttons should be buttoned and zippers should be zipped. Be sure the lapels and sleeves are not twisted.)

   C. Brush clothes when you take them off

   (NOTE: Brushing removes the day's dirt and grit which can be harmful to the fibers.)

   D. Remove spots as soon as possible

   (NOTE: The longer spots remain, the harder they are to remove.)

   E. Carry as few items as possible in your pocket

   (NOTE: Carrying items in pockets causes sagging.)

   F. Store out-of-season clothes in zipped garment bags

   (NOTE: Garments should be cleaned before storing, but do not store in sealed bags. Inside the sealed bags the dry cleaning chemicals could harm the fabrics.)

   G. Follow the care label instructions

   H. Hang clothes in air to freshen

II. Types of laundry products (Supplement #1; Assignment Sheets #2 and #3)

   A. Detergents — Widely used liquids or granules that are especially useful for washing synthetics by suspending or holding dirt and grease away from the fibers

   (NOTE: Detergent usage has increased because of increased consumer purchases of synthetics and because detergents use less hot water than soaps. Detergents often contain bleaches and water conditioners. The phosphates that most detergents contain are not biodegradeable.)

INFORMATION SHEET

B. Soaps — Products that are especially recommended for washing clothing made from natural fiber; cleansing action results because of a chemical reaction of fat product, alkali, and water being combined during laundering

(NOTE: Clothes must be rinsed thoroughly. Soaps can leave a scum and make clothes look dirty if not used in soft water. Soaps are biodegradeable.)

C. Bleaches — Chemical products used to remove stains, loosen soil quickly, destroy bacteria, and help clothes stay white

EXAMPLE: Chlorine bleach

(NOTE: Liquid bleach is the strongest kind. Silks, wools, and elastic fibers are destroyed by chlorine bleach.)

D. Brighteners — Colorless dyes added to the water during laundering that cause colors to absorb more light and appear brighter

E. Fabric softeners — Chemical products added to rinse water during laundering to lubricate the surface of the fabric so iron will glide more easily and static electricity will be reduced

(NOTE: Some fabric softeners may cause stains on certain polyester fabrics.)

F. Starches — Liquids, sprays, or powders used to give added body to garments and to increase soil resistance

(NOTE: Depending on the type of starch selected, starch can be added at the end of the laundry cycle or applied before or during ironing.)

III. Hints for preparing clothes for dry cleaning

(NOTE: Read the care labels on garments to determine if dry cleaning is required.)

A. Empty pockets

B. Close zippers

C. Remove fragile items

EXAMPLE: Special buttons and trims

D. Brush lint from the garment

(NOTE: Pay close attention to collars and cuffs.)

E. Make any necessary repairs or ask that repairs be made by dry cleaner

EXAMPLE: Ripped seams

INFORMATION SHEET

F. Show stains or spots to dry cleaning attendant

(NOTE: Some laundromats offer coin-operated dry cleaning machines which cost much less than professional cleaning. However, you have to do everything yourself, although there may be an attendant to advise you. To get good results, you must follow the instructions given for the machine, also, some dry cleaning services offer bulk rates when charging for cleaning services.)

IV. Steps for hand washing clothing (Supplement #2)

A. Read care label

(NOTE: Damage to the garment can result if the information on the care label is not followed. Garments such as hand washable woolens can be damaged by the action of a washing machine agitator.)

B. Select proper cleaning products

C. Remove any nonwashable trims or buttons

EXAMPLES: Leather, suede, or wool trim

D. Pretreat stains

(NOTE: When washing sweaters, allow the sweater to soak for about five minutes before washing.)

E. Wash garment in clean container using correct water temperature for the fabric

F. Rinse garment thoroughly, following instructions about how to get water from garment

(NOTE: Much damage can be done to certain garments if they are twisted or wrung.)

G. Dry garment as recommended by care label

(NOTE: Do not put stretchy items on hangers to dry.)

EXAMPLES: Lay flat on thick absorbent towel

Hang on rustproof hanger over a bathtub to catch drips

Tumble dry garment gently in a dryer at low heat

V. Methods of drying clothes (Assignment Sheet #4)

A. Line drying

(NOTE: Line drying offers considerable energy savings.)

1. Use clean clothesline and clothes pins

(NOTE: Do not leave clothes pins on line when they are not in use.)

2. Hang wet clothes immediately

   (NOTE: Straighten clothes as they are hung on the line.)

3. Keep shape of the clothes in mind when hanging them

   (NOTE: Hang dresses and blouses with a clothes pin at the outer edge of each shoulder. Close the top and bottom buttons of shirts and hang them with tails smooth over the line. Pants stretchers can be used when hanging jeans out to dry. A stretcher prevents many of the wrinkles and gives the jeans a crease.)

B. Machine drying

1. Read dryer instructions

   (NOTE: Select cycle recommended for the fabric of the garment.)

2. Remove clothes immediately after they have dried to prevent wrinkles

   (NOTE: Overdrying can cause shrinkage and set-in wrinkles.)

C. Flat drying

1. Block garment if necessary

   (NOTE: Blocking a garment is the procedure of drawing the outline of the dry garment on the surface where the garment will be dried. After the garment has been washed it is reshaped to fit this outline.)

2. Towel dry garment for fastest drying results

3. Lay on flat surface for drying

   EXAMPLE: Floor; drying screen

VI. Guidelines for ironing (Supplements #3 and #4, Job Sheets #1 and #2)

(NOTE: Ironing may not always be necessary. Sometimes wrinkles can be removed by hanging clothes in the fresh air. Also wrinkles can be removed by steaming them out. Hang clothes in a bathroom while a shower or bath is being taken. This method is good for removing wrinkles from woolens.)

A. Read care labels for fabric content and iron temperature

B. Iron in the direction of the lengthwise threads

(NOTE: Crosswise or diagonal ironing may stretch some fabrics out of shape. The lengthwise threads will be the firmest when you tug on them. The crosswise threads will be stretchy.)

INFORMATION SHEET

C. Iron each section before moving to the next section

(NOTE: Iron sections in order for best results.)

EXAMPLE:
1. Collars and cuffs — inside before outside
2. Sleeves — smooth the sleeve surface away from inside seam
3. Shirt back
4. Shoulder area
5. Shirt front

D. Iron thick hems, pockets, facings, and other double thickness parts on the wrong side

(NOTE: This will help prevent the surface from looking shiny.)

E. Iron with extra care around buttons and zippers to avoid tearing or melting

F. Use safety precautions

EXAMPLES: Never put a hot iron on a fabric you are not sure of; test it first on a seam allowance.

Turn iron to OFF and unplug when finished ironing.

Allow iron to cool before wrapping cord and putting away.

When not in use, do not put hot surface of iron to ironing board.

VII. Ways to store clothing properly

A. Place clothes that need to be washed in a container that allows for air circulation

B. Make any needed repairs as soon as possible

C. Zip and button clothes to prevent wrinkles while they are on the hanger

D. Fold, rather than hang, knits that stretch

E. Store nylon hosiery in plastic bags to prevent snagging

F. Store woolen items in areas that have been mothproofed

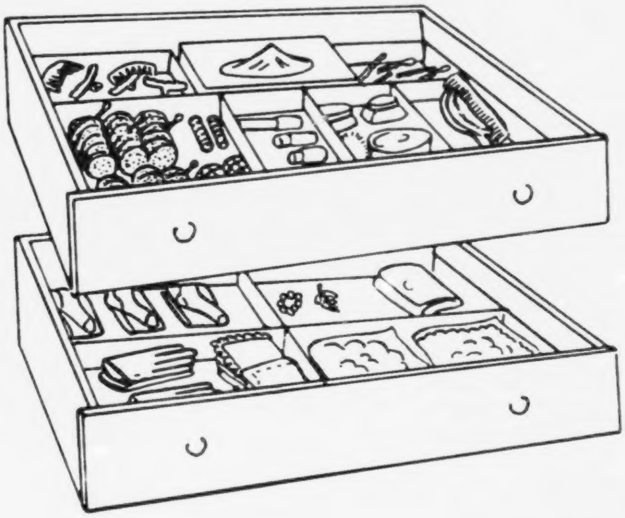
INFORMATION SHEET

G. Use dividers or plastic organizers to store small items (Figure 1)

(NOTE: This will prevent small items such as jewelry, gloves, and socks from being lost in the drawer. Egg cartons are great for storing small pieces of jewelry and cardboard shoe boxes can be used instead of purchasing dividers.)

EXAMPLE:

FIGURE 1



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CLOTHING CARE AND MAINTENANCE
UNIT III

ASSIGNMENT SHEET #1 — DETERMINE CARE REQUIRED FOR CLOTHING ITEMS

NAME ________________________ SCORE ____________

A well-groomed look is the result of careful attention to youself and to what you wear. When you spend time organizing your wardrobe and carefully shopping for the right priced items, it is important for them to last a long time. Regular care will help you have a well-groomed appearance and will help your clothing last longer. It also saves time and money on excessive cleaning and replacement of clothing that is not well cared for.

There are basically three ways of cleaning your clothing: machine washing, washing by hand, and dry cleaning. Carefully read the care label before doing any type of cleaning to your clothing. If you make some of your clothing by hand be sure to read the care instructions that are on the ends of the fabric bolts.

Determine care required for clothing items by examining the care labels on eight items in your wardrobe. List the information from the labels in the following blanks.

EXAMPLE:

Item #1 — Blue sweater

Fabric content — 100 percent wool

Cleaning instructions — Dry clean only

A. **Item #1** — ________________________

Fabric Content — ________________________

____

Cleaning instructions — ________________________

____

B. **Item #2** — ________________________

Fabric content — ________________________

____

Cleaning instructions — ________________________

____

ASSIGNMENT SHEET #1

C. **Item #3 —** ______________________________

Fabric content — ______________________________

____

Cleaning instructions — ______________________________

____

D. **Item #4 —** ______________________________

Fabric content — ______________________________

____

Cleaning instructions — ______________________________

____

E. **Item #5 —** ______________________________

Fabric Content — ______________________________

____

Cleaning instructions — ______________________________

____

F. **Item #6 —** ______________________________

Fabric content — ______________________________

____

Cleaning instructions — ______________________________

____

G. **Item #7 —** ______________________________

Fabric content — ______________________________

____

Cleaning instructions — ______________________________

____

ASSIGNMENT SHEET #1

H. **Item #8 —** ____________________

Fabric content — ____________________

____

Cleaning instructions — ____________________

____

CLOTHING CARE AND MAINTENANCE
UNIT III

ASSIGNMENT SHEET #2 — RECORD INFORMATION FROM LAUNDRY PRODUCT LABELS

NAME ________________________________ SCORE ______________

There are many laundry products from which to choose. To obtain the desired results, you must understand how to use the product and follow the directions. Failure to follow the directions may result in damage to the clothes and/or the washing machine.

Record information from laundry product labels in the spaces provided.

To determine cost per washer load, divide the ounces needed for one load (there are 8 ounces in a cup) into the total ounces of product. Divide the figure you get into the price of the product.

EXAMPLE: A 42-ounce box of detergent costs $1.79. It takes 1 1/4 cups to wash a load of clothes.

$1\frac{1}{4}$ cups = 10 oz.

$$\frac{42 \text{ oz.}}{10 \text{ oz.}} = 4.2 \text{ loads per box}$$

$$\frac{\$1.79}{4.2} = 42\tfrac{1}{2}¢ \text{ per load}$$

A. **Detergent**

1. Brand name ______________________________
2. Manufacturer's name and address ______________________________

   ____
3. Directions for use ______________________________

   ____

   ____
4. Types of fabrics on which product can be used ______________________________

   ____
5. Types of fabrics on which product should not be used ______________________________

ASSIGNMENT SHEET #2

6. Caution statement ______

7. Net weight of contents ______

8. Cost per washer load ______

9. List of ingredients ______

B. **Soap**

1. Brand name ______

2. Manufacturer's name and address ______

3. Directions for use ______

4. Types of fabrics on which product can be used ______

5. Types of fabrics on which product should not be used ______

6. Caution statement ______

7. Net weight of contents ______

ASSIGNMENT SHEET #2

8. Cost per washer load ______________________________
9. List of ingredients ______________________________

____

____

C. **Bleach**

1. Brand name ______________________________
2. Manufacturer's name and address ______________________________

____

3. Directions for use ______________________________

____

____

4. Types of fabrics on which product can be used ______________________________

____

5. Types of fabrics on which product should not be used ______________________________

____

6. Caution statement ______________________________

____

____

____

7. Net weight of contents ______________________________
8. Cost per washer load ______________________________
9. List of ingredients ______________________________

____

____

ASSIGNMENT SHEET #2

D. **Brightener**

1. Brand name ______
2. Manufacturer's name and address ______
3. Directions for use ______
4. Types of fabrics on which product can be used ______
5. Types of fabrics on which product should not be used ______
6. Caution statement ______
7. Net weight of contents ______
8. Cost per washer load ______
9. List of ingredients ______

E. **Fabric Softener**

1. Brand name ______
2. Manufacturer's name and address ______
3. Directions for use ______

ASSIGNMENT SHEET #2

4. Types of fabrics on which product can be used ______________________

5. Types of fabrics on which product should not be used ______________________

6. Caution statement ______________________

7. Net weight of contents ______________________

8. Cost per washer load ______________________

9. List of ingredients ______________________

F. **Starch**

1. Brand name ______________________

2. Manufacturer's name and address ______________________

3. Directions for use ______________________

4. Types of fabrics on which product can be used ______________________

5. Types of fabrics on which product should not be used ______________________

ASSIGNMENT SHEET #2

6. Caution statement ____

____

____

____

7. Net weight of contents ____

8. Cost per washer load ____

9. List of ingredients ____

____

____

CLOTHING CARE AND MAINTENANCE
UNIT III

ASSIGNMENT SHEET #3 — IDENTIFY THE APPROPRIATE TYPE OF BLEACH FOR GARMENT AND FABRIC TYPE

NAME ______________________________ SCORE ______________

To improve appearance and prevent permanent damage, the proper selection of a bleaching product is very important. The following chart discusses the basic types of bleach for home use.

BASIC TYPES OF BLEACH FOR HOME USE

Bleach	**What It Does**	**Use It On**	**Directions for Use**
Liquid chlorine-type*	Whitens Helps remove some soils Disinfects Deodorizes Removes stains	White & bleachfast colored cottons, linens, acrylics, modacrylics, nylons, polyesters, durable press Do not use on silks, woolens, mohair, some types of Spandex	1. Read package directions. 2. Measure recommended amount carefully. 3. NEVER pour undiluted bleach directly onto fabrics. a. Dilute bleach with at least 1 quart of water before adding it to load of clothes agitating in the washer. OR b. Add bleach to wash water before adding clothes.
Dry Chlorine Bleach*	Same as Liquid Chlorine-Type*	Same as Liquid Chlorine-Type*	Read and follow package directions. NEVER pour directly onto colored fabrics. Instead, dissolve, dilute and add as directed above.
Dry or Liquid Oxygen-Type Bleach	Whitens Helps remove some soils Removes stains	All washable fabrics and most washable colors.	Read and follow package directions. Measure carefully and add to the washer after agitation has started or add with detergent as the machine fills and before clothes are added. NEVER pour directly on colored fabrics.

**Do Not* use a Chlorine Bleach if iron is present in the water supply.

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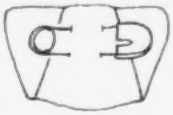
ASSIGNMENT SHEET #3

Using the information in the chart on the previous page, identify the appropriate type of bleach for each of the following garments and fabric types. Write either a "1" or "2" in the blank before the description of the garment.

____A. Diaper



____B. Gray wool sweater

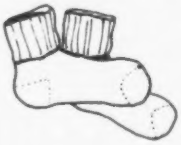
____C. Silk blouse

____D. White T-shirt

____E. Nylon/spandex bathing suit

____F. Printed dish towel

____G. White cotton socks



1. Chlorine bleach
2. Oxygen bleach

CLOTHING CARE AND MAINTENANCE
UNIT III

ASSIGNMENT SHEET #4 — GATHER INFORMATION ABOUT METHODS OF DRYING CLOTHES

NAME ______________________________ SCORE ______________

There are many factors which contribute to the success of your clothing care. Choosing the appropriate method of drying clothing is one of the most important factors to consider. The chart below discusses the advantages and disadvantages of each method.

METHOD	ADVANTAGES	DISADVANTAGES
Tumble Drying	Saves time and effort Makes clothes soft, sometimes fluffy Smoothes clothes, removes wrinkles (particularly from man-made fiber fabrics and durable press) Is not dependent upon the weather	Initial cost of equipment Cost of operation May not have space for a dryer Uses more energy
Line Drying-outdoors	Gives clothes fresh smell Enables large items (bedspreads, blankets) to dry thoroughly with no agitation or tumbling action Little cost of equipment (clothespins, clothesline, etc.) No energy required	Dependent upon weather Clothes are stiffer than when tumble dried Clothes sometimes get dirty (as in an industrial community, for example) Sunlight can damage colors
Line Drying-Indoors	Not dependent upon weather Convenient when only 1 or 2 small items are washed	Clothes take longer time to dry May not have good space available Inconvenient to have clothes hanging indoors Clothes can be stiff because there is little air movement
Flat Drying	Helps prevent shrinkage Especially good for wool sweaters and some leather items	May not have the necessary space Items dry slowly

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ASSIGNMENT SHEET #4

PART I

Gather information about the methods of drying clothes by interviewing a homemaker. Use the following questions as a guide.

A. What time of the year do you use line drying for your clothes? ____________

B. What types of clothing do you line dry? ____________

C. Can you tell the difference between towels that have been dried on a line and those that have been dried in a dryer?

D. With what clothing items do you use the flat drying method? ____________

E. Where do you put your clothing when using the flat drying method?

EXAMPLE: Towel on the floor

F. What types of clothing do you dry in the dryer? ____________

G. What convenience features does your dryer have that make your work easier?

ASSIGNMENT SHEET #4

Part II

There are many gadgets that can be purchased for drying clothes. Some may be useful and others may be a waste of money. Examples of such items are a folding clothes line which can be found at the local discount store and an umbrella-type item with clothespins on it found in a specialty catalog.

Gather information about a clothes drying gadget. Mount or sketch a picture of the gadget in the space below and answer the following questions.

A. Where can this item be obtained? ______________________________

____

B. How much does it cost? ______________________________

C. What are its advantages? ______________________________

____

D. What are its disadvantages? ______________________________

____

E. Would you recommend purchasing this item? ______________________________

Why or why not? ______________________________

____

CLOTHING CARE AND MAINTENANCE
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3

A. 1
B. 2
C. 2
D. 1
E. 2
F. 2
G. 1

Assignment Sheet #4 — Completed to the satisfaction of the instructor

CLOTHING CARE AND MAINTENANCE
UNIT III

JOB SHEET #1 — IRON A SHIRT OR BLOUSE

I. Equipment and supplies

A. Blouse or man's or woman's shirt

(NOTE: Item to be ironed may be pre-dampened.)

B. Ironing board

C. Iron

D. Sizing (optional)

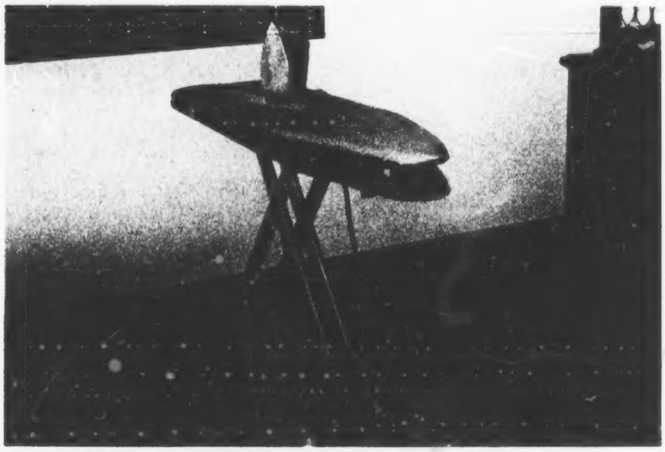
E. Spary starch (optional)

(NOTE: If spray starch and sizing are used when ironing, the garment will have more body and shape.)

II. Procedure

A. Set up ironing board in an area large enough for ironing and close to an electrical outlet (Figure 2)

FIGURE 2



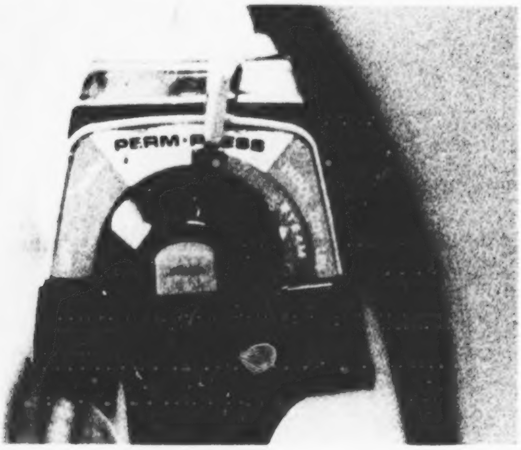
JOB SHEET #1

B. Set correct temperature for type of fabric to be ironed (Figure 3)

(NOTE: First iron items requiring low heat, next iron items requiring medium heat, and last iron items requiring high heat.)

(CAUTION: Test for correct temperature setting on seam allowance or inside hem to avoid scorching.)

FIGURE 3



C. Hold shirt or blouse by collar, and straighten out by snapping (Figure 4)

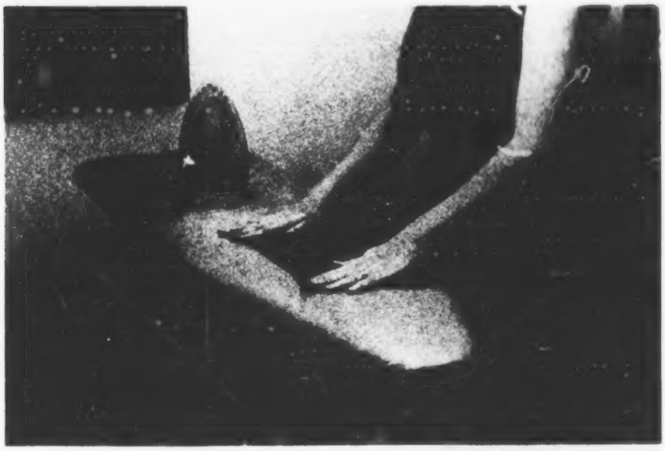
(NOTE: This helps to remove wrinkles and unfold garment for ironing.)

FIGURE 4

JOB SHEET #1

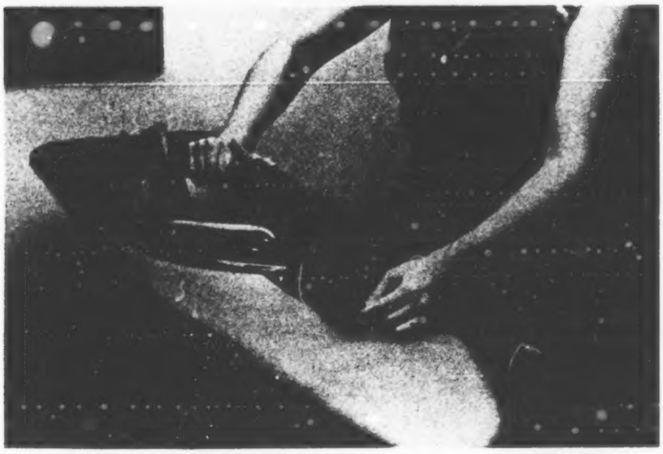
D. Lay collar on ironing board with outside up (Figure 5)

FIGURE 5



E. Iron from collar points to center until smooth (Figure 6)

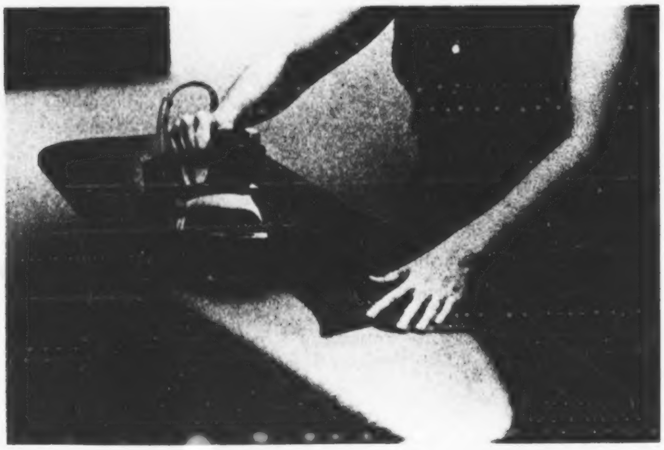
FIGURE 6



JOB SHEET #1

F. Turn shirt or blouse over and iron other side of collar from points to center (Figure 7)

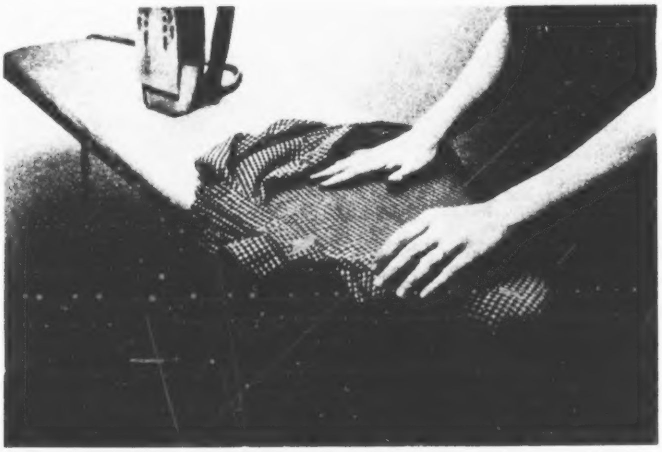
FIGURE 7



G. Slip yoke of shirt or blouse over tapered end of board and smooth out flat with hand (Figure 8)

(NOTE: Yoke should be lengthwise with board.)

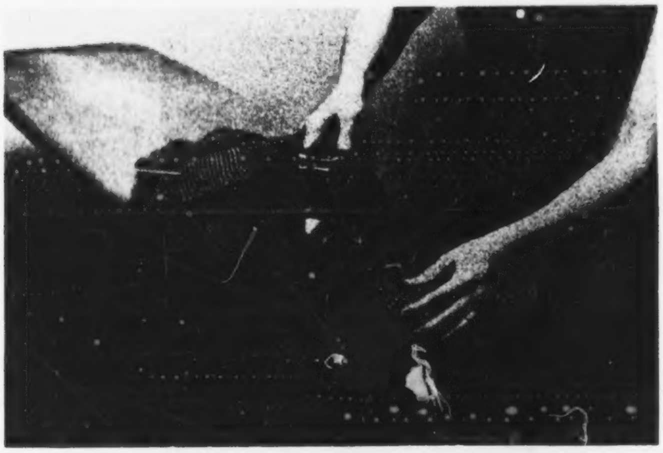
FIGURE 8



JOB SHEET #1

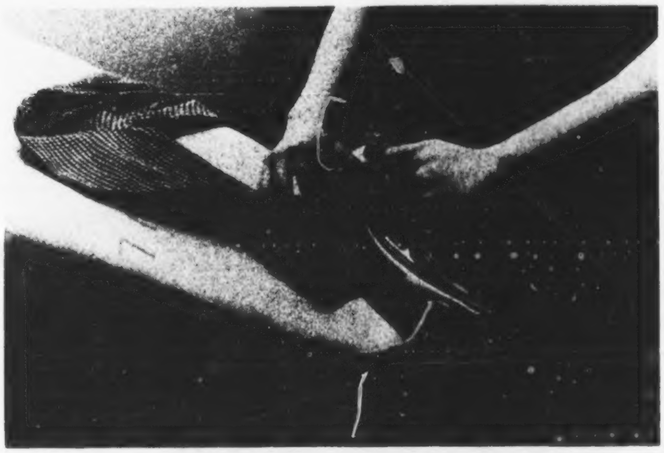
H. Iron yoke from seams or edges toward center (Figure 9)

FIGURE 9



I. Fold out cuff and iron both sides smooth; repeat with other cuff (Figure 10)

FIGURE 10

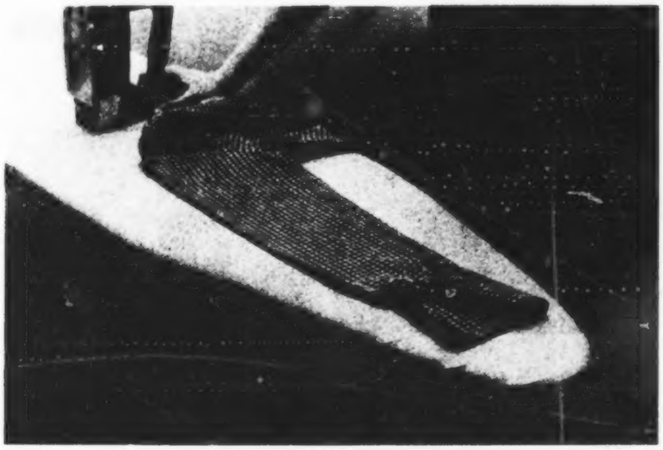


JOB SHEET #1

J. Pull shirt or blouse from board and place sleeve flat on top of board lengthwise; align sleeve seam and crease (Figure 11)

(NOTE: Button, button hole, and cuff opening should face up. When ironing a blouse do not iron crease in sleeve.)

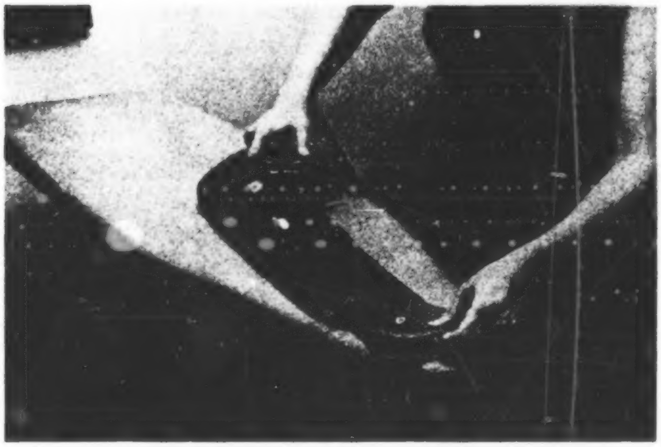
FIGURE 11



K. Iron sleeve, moving iron from seam to crease until smooth (Figure 12)

(NOTE: If long sleeve, run point of iron down into gathers at cuff.)

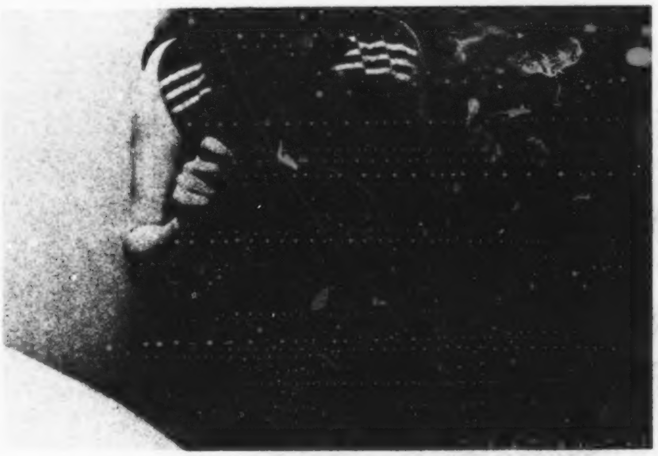
FIGURE 12



JOB SHEET #1

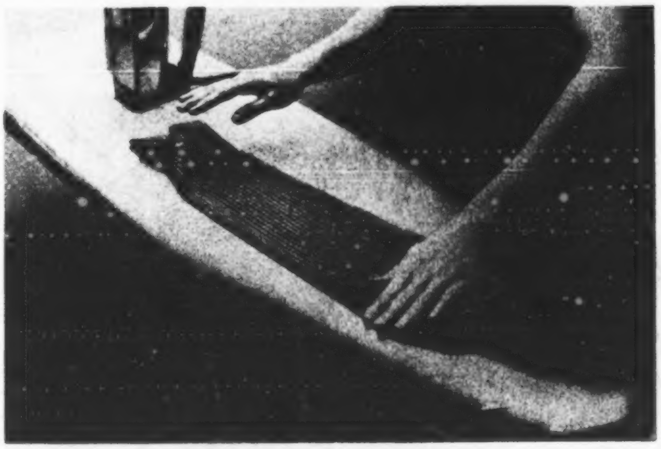
L. Pick up garment by collar (Figure 13)

FIGURE 13



M. Lay other sleeve lengthwise on board with button, button hole, and cuff opening up; align seam and crease (Figure 14)

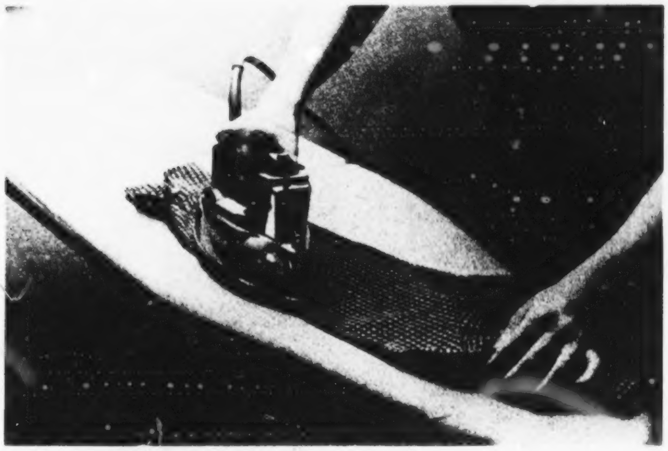
FIGURE 14



JOB SHEET #1

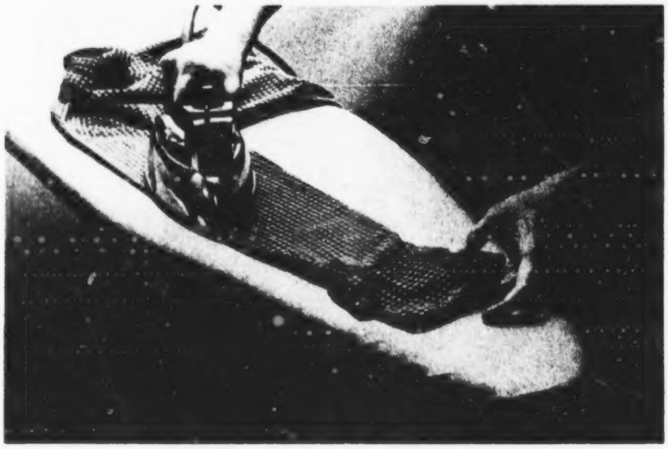
N. Iron sleeve, moving iron from seam to crease until smooth (Figure 15)

FIGURE 15



O. Turn garment over and iron other side of sleeve (Figure 16)

FIGURE 16

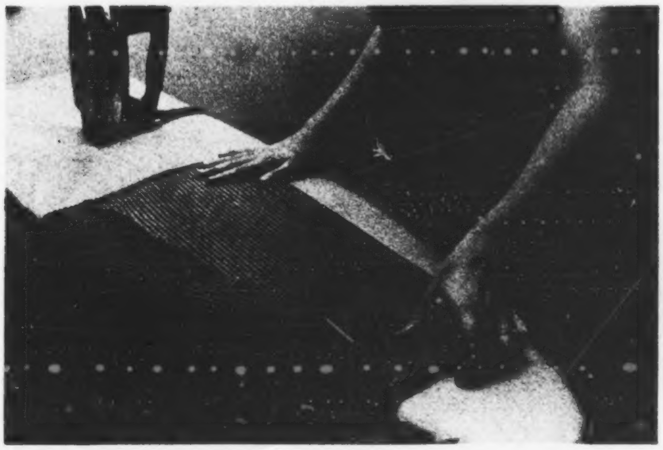


JOB SHEET #1

P. Pick up shirt or blouse holding top and bottom edges of front opening; place facing strip on board right side down (Figure 17)

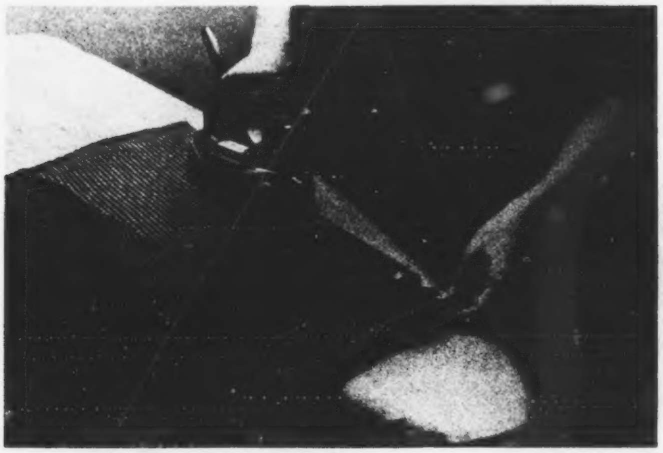
(NOTE: Body of garment should hang over side of board.)

FIGURE 17



Q. Iron facing strip until smooth (Figure 18)

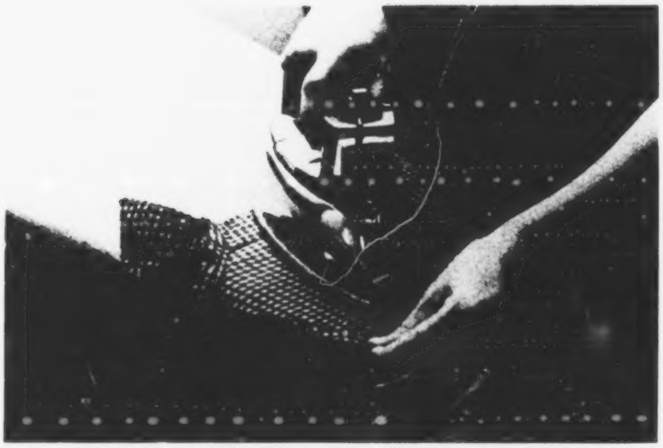
FIGURE 18



JOB SHEET #1

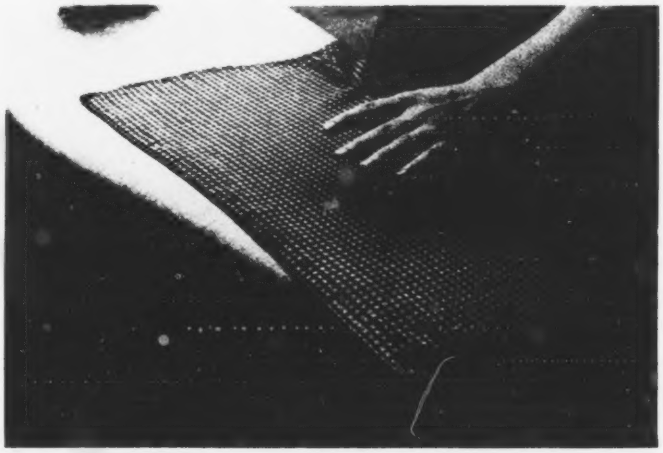
R. Slip right end of yoke over tapered end of board, and iron until smooth (Figure 19)

FIGURE 19



S. Holding by front edge opening, turn item until body is lengthwise and right front section is on board (Figure 20)

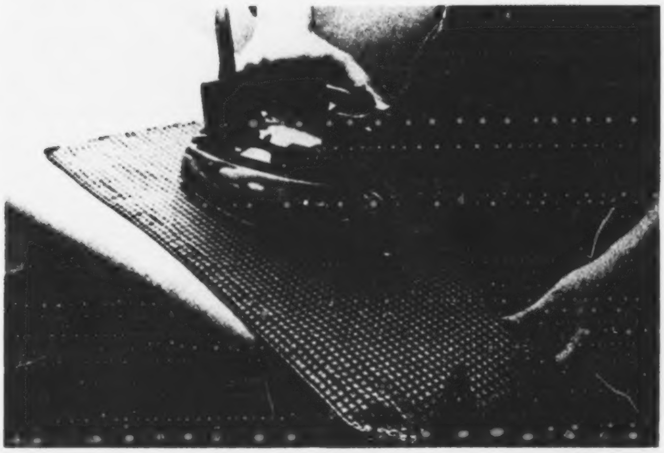
FIGURE 20



JOB SHEET #1

T. Iron right front body section until smooth (Figure 21)

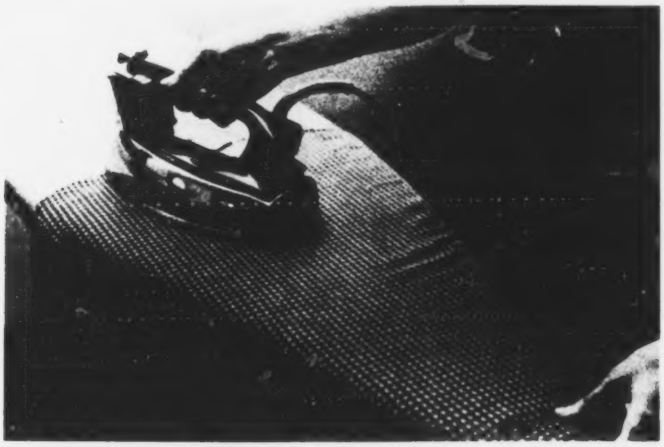
FIGURE 21



U. Rotate garment toward back of ironing board, exposing next unironed section; iron until smooth (Figure 22)

(NOTE: Iron in overlapping strokes to avoid missed areas.)

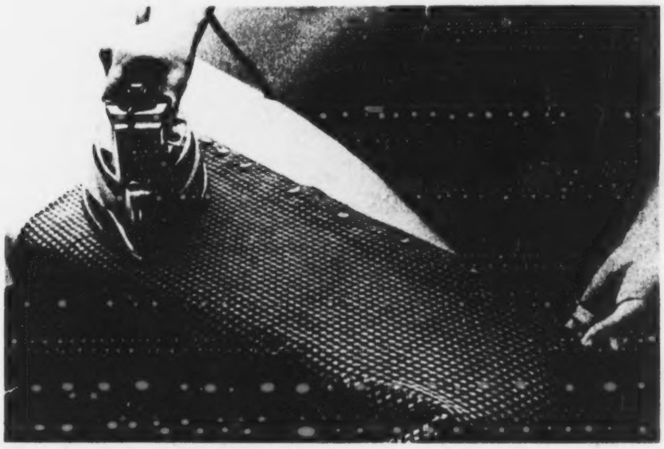
FIGURE 22



JOB SHEET #1

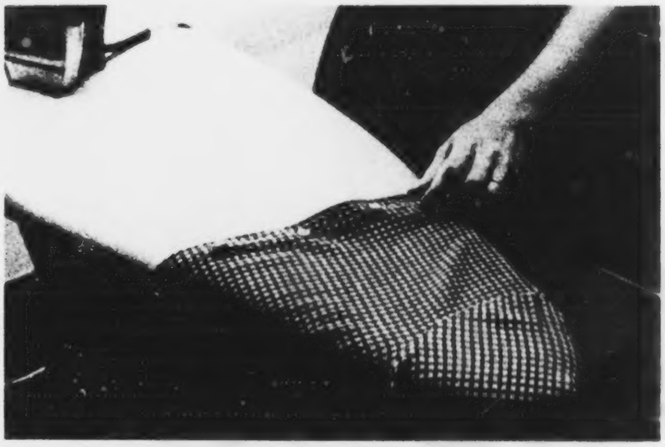
V. Continue rotating and ironing until left front section is smooth (Figure 23)

FIGURE 23



W. Slip left end of yoke over tapered end of board and iron until smooth (Figure 24)

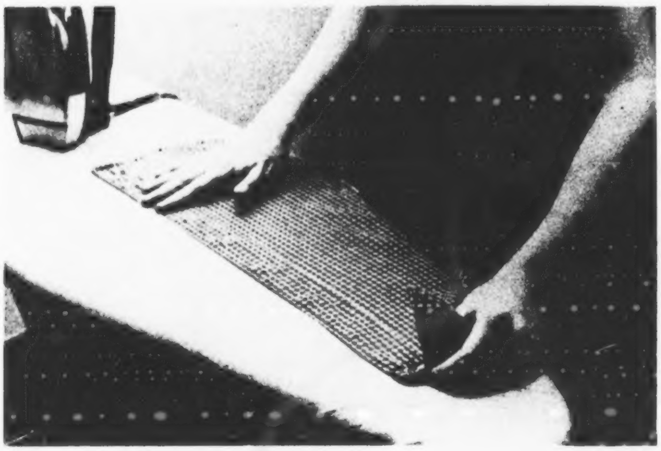
FIGURE 24



JOB SHEET #1

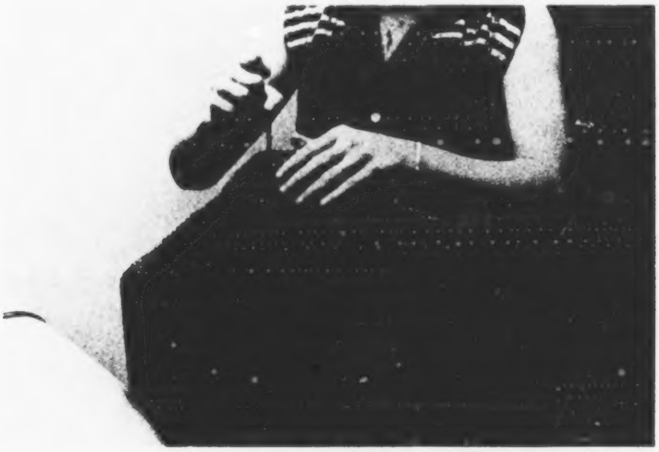
X. Pick up shirt or blouse, holding top and bottom edges of front opening; place unironed facing strip on board right side down; iron until smooth (Figure 25)

FIGURE 25



Y. Pick up garment by collar and place on shirt hanger (Figure 26)

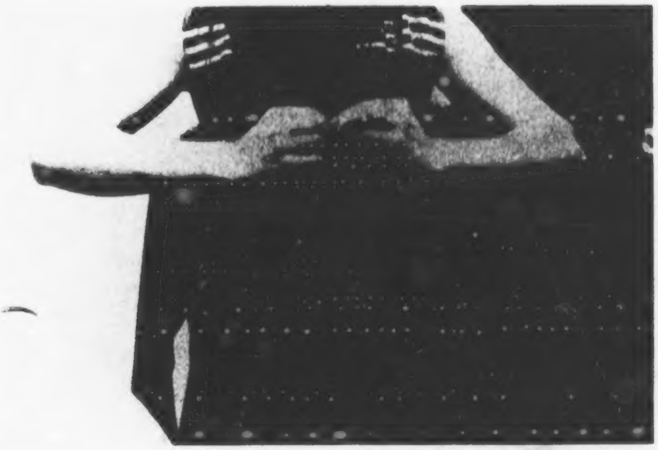
FIGURE 26



JOB SHEET #1

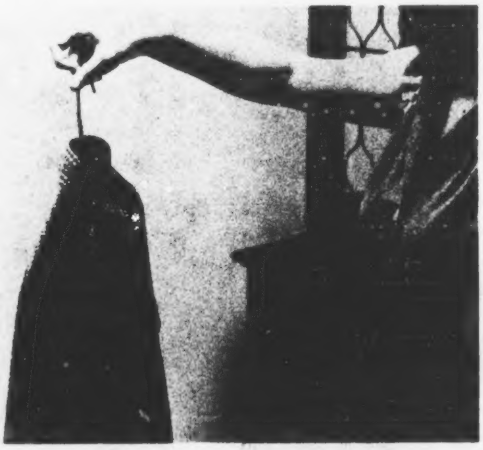
Z. Fasten top button (Figure 27)

FIGURE 27



AA. Hold up by hanger and rotate to check for wrinkles (Figure 28)

FIGURE 28



BB. Hang shirt or blouse in closet

CC. Put away equipment and supplies

CLOTHING CARE AND MAINTENANCE
UNIT III

JOB SHEET #2 — IRON SLACKS

I. Equipment and supplies

   A. Pair of slacks or trousers

   (NOTE: Item to be ironed may be pre-dampened.)

   B. Iron

   C. Ironing board

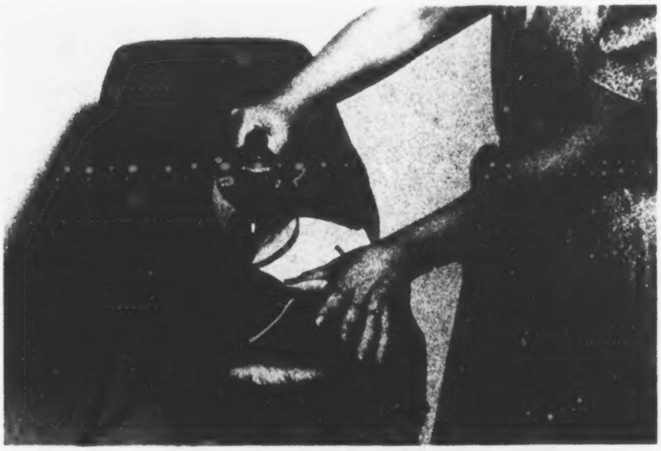
   D. Sizing (optional)

   E. Spray starch (optional)

II. Procedure

   A. Iron both sides of pockets (Figure 29)

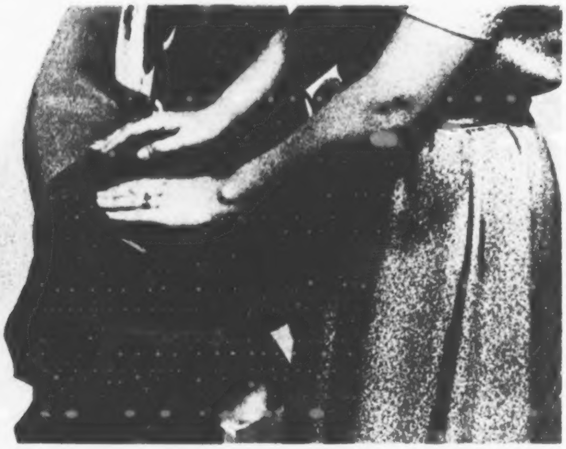
FIGURE 29



JOB SHEET #2

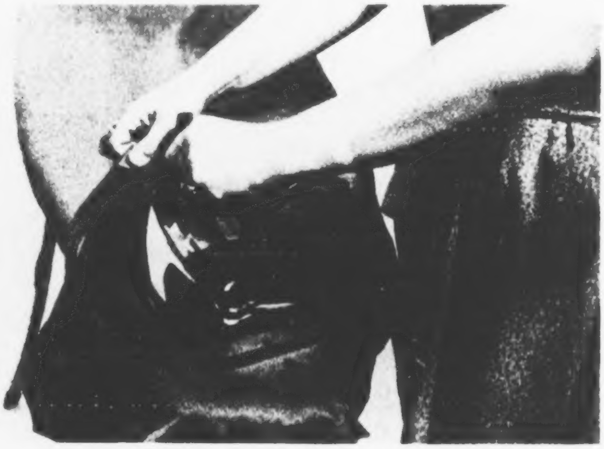
B. Slip left leg of slacks over tapered end of ironing board with waist opening toward broad end of board (Figure 30)

FIGURE 30



C. Iron from leg toward slacks top until smooth (Figure 31)

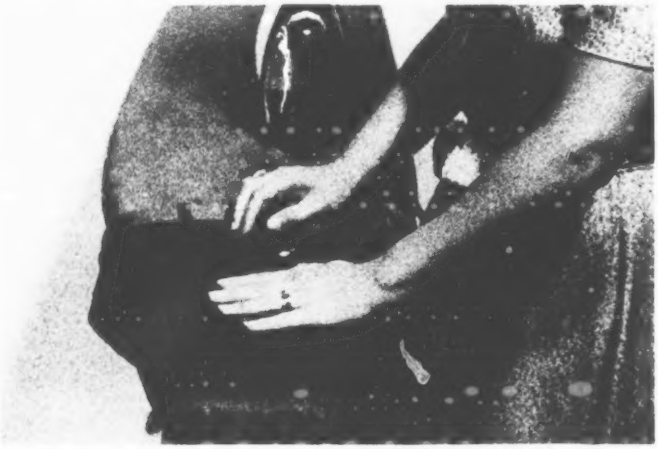
FIGURE 31



JOB SHEET #2

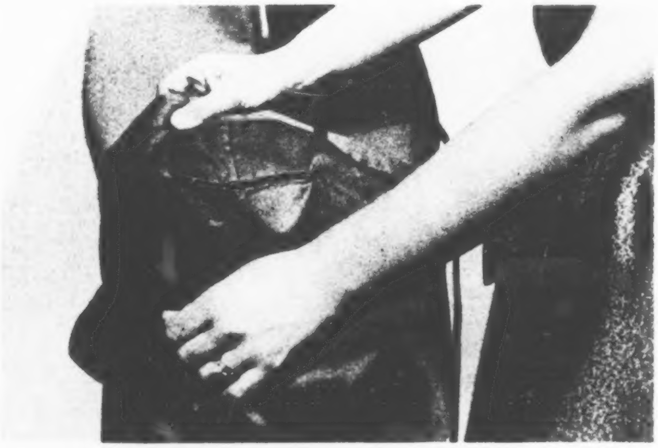
D. Rotate slacks around end of board, ironing a section at a time (Figure 32)

FIGURE 32



E. When you come to center back, slip left leg off end of board, and slip right leg on board (Figure 33)

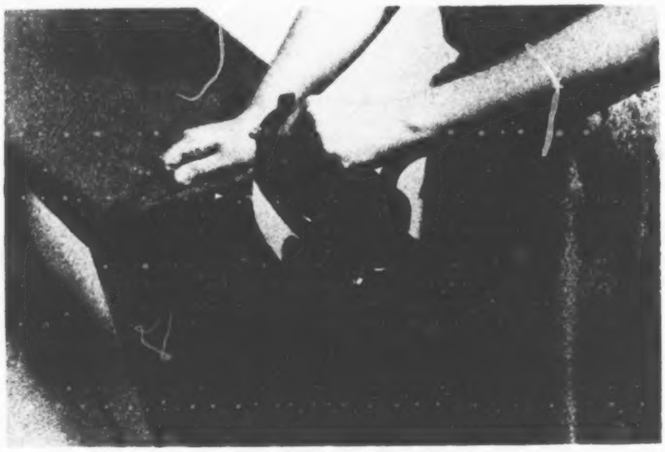
FIGURE 33



JOB SHEET #2

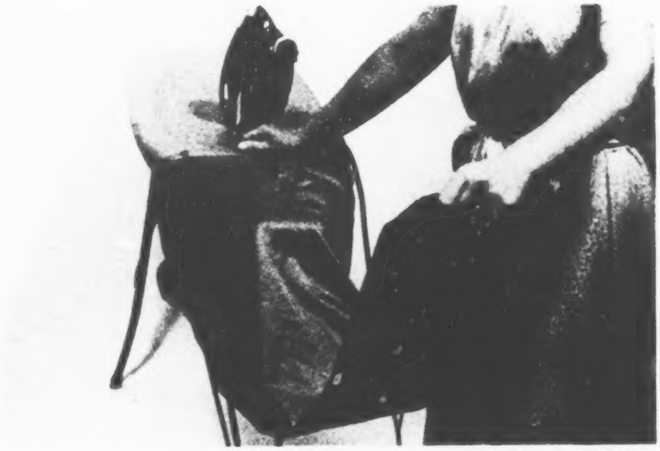
F. Continue to iron, rotating slacks top around board (Figure 34)

FIGURE 34



G. Take hold of cuffs, align seam, and pull slacks from board (Figure 35)

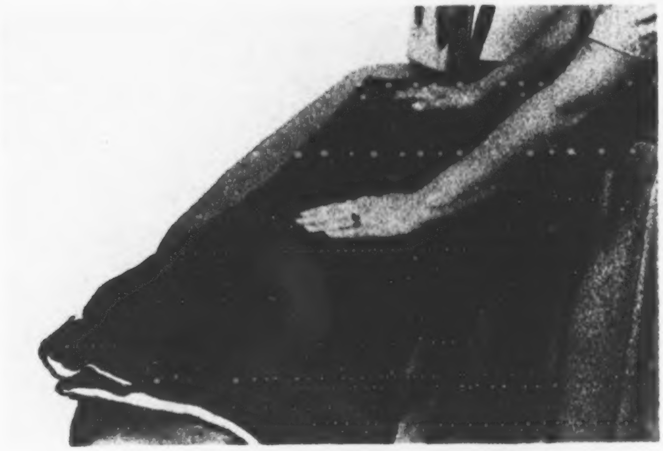
FIGURE 35



JOB SHEET #2

H. Holding cuffs and pockets, lay slacks flat on board; iron (Figure 36)

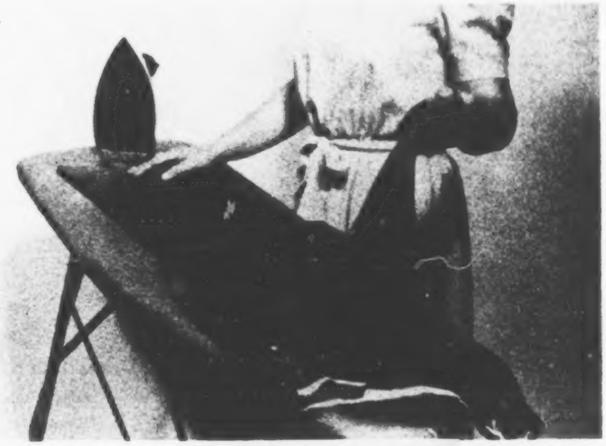
FIGURE 36



I. Pick up top leg and fold up out of the way (Figure 37)

(NOTE: Folded leg will lay on slacks top.)

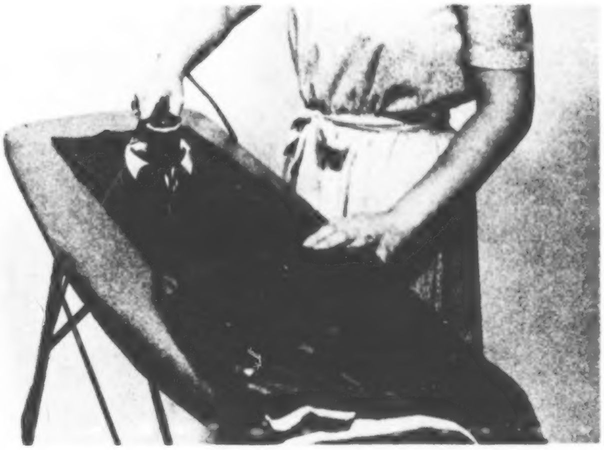
FIGURE 37



JOB SHEET #2

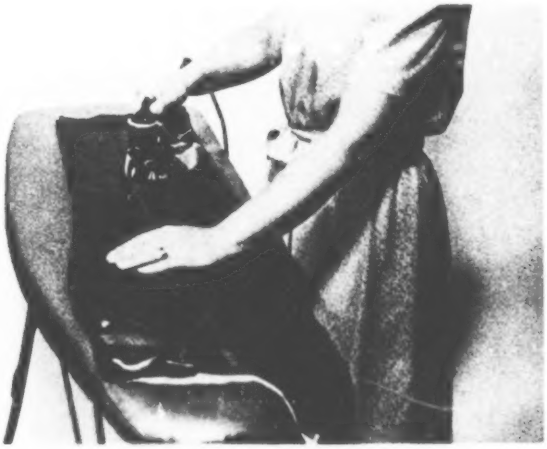
J. Smooth out bottom leg with your hands; iron from the seam out until smooth (Figure 38)

FIGURE 38



K. Unfold top leg, place on top of ironed bottom leg; iron (Figure 39)

FIGURE 39

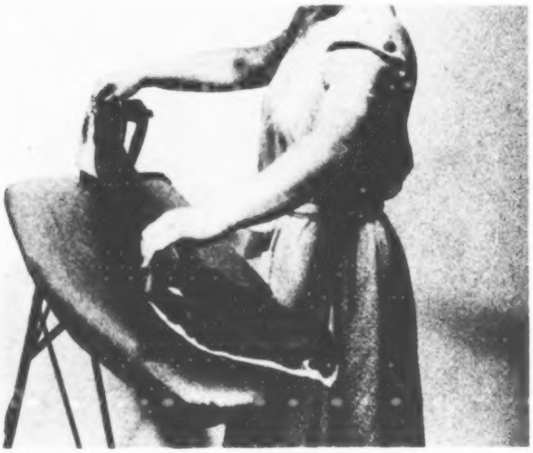


JOB SHEET #2

L. Turn slacks over, pick up top leg, and fold up out of the way (Figure 40)

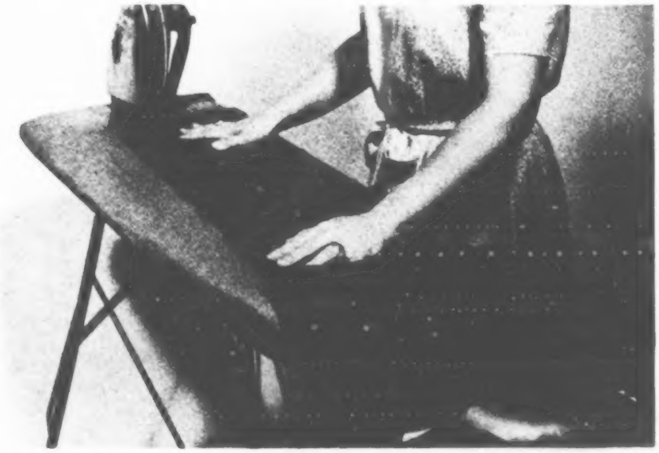
(NOTE: Folded leg will lie on slacks top.)

FIGURE 40



M. Smooth out bottom leg with your hands; iron from the seam out until smooth (Figure 41)

FIGURE 41

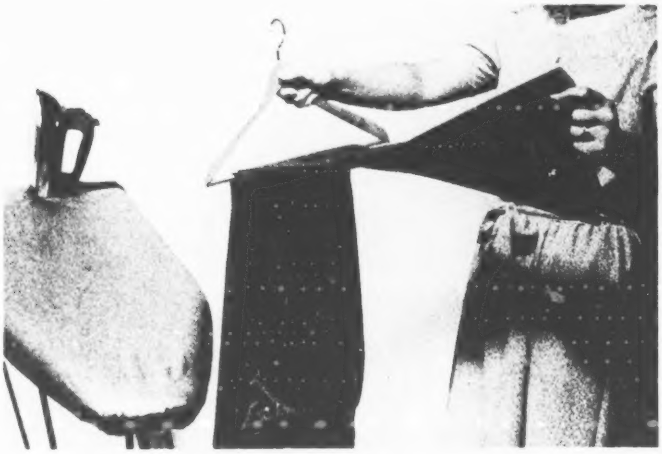


JOB SHEET #2

N. Unfold top leg, place on top of ironed bottom leg; iron

O. Pick up slacks by the cuffs and place on slacks hanger (Figure 42)

FIGURE 42



P. Hang slacks in closet

Q. Put away equipment and supplies

CLOTHING CARE AND MAINTENANCE
UNIT III

TEST

NAME ________________________________ SCORE ______________

1. State five ways to increase the life of clothing.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

2. Identify types of laundry products. Write the correct numbers in the blanks.

   _____a. Liquids, sprays, or powders used to give added body to garments and to increase soil resistance

   _____b. Widely used liquids or granules that are especially useful for washing synthetics by suspending or holding dirt and grease away from the fibers

   _____c. Chemical products added to rinse water during laundering to lubricate the surface of the fabric so iron will glide more easily and static electricity will be reduced

   _____d. Products that are especially recommended for washing clothing made from natural fiber; cleansing action results because of a chemical reaction of fat product, alkali, and water being combined during laundering

   _____e. Colorless dyes added to the water during laundering that cause colors to absorb more light and appear brighter

   _____f. Chemical products used to remove stains, loosen soil quickly, destroy bacteria, and help clothes stay white

   1. Bleaches
   2. Starches
   3. Soaps
   4. Brighteners
   5. Fabric softeners
   6. Detergents

TEST

3. Identify hints for preparing clothes for dry cleaning. Write an "X" in the blank before each correct answer.

_____a. Pin clothes of similar colors together

_____b. Empty pockets

_____c. Close zippers

_____d. Remove fragile items

_____e. Brush lint from the garment

_____f. Circle with chalk any soiled areas

_____g. Make any necessary repairs or ask that repairs be made by dry cleaner

4. Arrange in order steps for hand washing clothing. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Rinse garment thoroughly, following instructions about how to get water from garment

_____b. Wash garment in clean container using correct water temperature for the fabric

_____c. Select proper cleaning products

_____d. Read care label

_____e. Pretreat stains

_____f. Dry garment as recommended by care label

_____g. Remove nonwashable trims or buttons

5. Discuss methods of drying clothes.

a. Line drying — ____

____

____

____

____

____

TEST

b. Machine drying — ____________________

____

____

____

____

c. Flat drying — ____________________

____

____

____

____

6. Identify guidelines for ironing. Write an "X" in the blank before each correct answer.

_____a. Read care labels for fabric content and iron temperature

_____b. Store clothes tightly folded in laundry basket before ironing

_____c. Iron in the direction of the lengthwise threads

_____d. Leave clothes in dryer after dryer has stopped

_____e. Iron each section before moving to the next section

_____f. Iron thick hems, pockets, facings, and other double thickness parts on the wrong side

_____g. Iron with extra care around buttons and zippers to avoid tearing or melting

_____h. Hang more than one garment on a hanger after ironing

_____i. Use safety precautions

7. State four ways to store clothing properly.

a.____________________

b.____________________

c.____________________

d.____________________

TEST

(NOTE: Test questions 8 through 12 list the assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

8. Determine care required for clothing items.
9. Record information from laundry product labels.
10. Identify the appropriate type of bleach for garment and fabric type.
11. Gather information about methods of drying clothes.
12. Demonstrate the ability to
    a. Iron a shirt or blouse.
    b. Iron slacks.

CLOTHING CARE AND MAINTENANCE
UNIT III
ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning situation. The point total is 150.)

1. (10 points)

   Answer should include any five of the following

   a. Avoid wearing an outfit two days in a row
   b. Hang clothes properly
   c. Brush clothes when you take them off
   d. Remove spots as soon as possible
   e. Carry as few items as possible in your pocket
   f. Store out-of-season clothes in zipped garment bags
   g. Follow the care label instructions
   h. Hang clothes in air to freshen

2. (12 points)

   a. 2 d. 3
   b. 6 e. 4
   c. 5 f. 1

3. (14 points)

   b,c,d,e,g

4. (14 points)

   a. 6 e. 4
   b. 5 f. 7
   c. 2 g. 3
   d. 1

ANSWERS TO TEST

5. (9 points)

   Discussion should include the following

   a. Line drying

      1) Use clean clothesline and clothes pins
      2) Hang wet clothes immediately
      3) Keep shape of the clothes in mind when hanging them

   b. Machine drying

      1) Read dryer instructions
      2) Remove clothes immediately after they have dried to prevent wrinkles

   c. Flat drying

      1) Block garment if necessary
      2) Towel dry garment for fastest drying results
      3) Lay on flat surface for drying

6. (18 points)

   a,c,e,f,g,i

7. (8 points)

   Answer should include any four of the following

   a. Place clothes that need to be washed in a container that allows for air circulation
   b. Make any needed repairs as soon as possible
   c. Zip and button clothes to prevent wrinkles while they are on the hanger
   d. Fold, rather than hang, knits that stretch
   e. Store nylon hosiery in plastic bags to prevent snagging
   f. Store woolen items in areas that have been mothproofed
   g. Use dividers or plastic organizers to store small items

ANSWERS TO TEST

8. Completed to the satisfaction of the instructor (12 points)
9. Completed to the satisfaction of the instructor (12 points)
10. Completed to the satisfaction of the instructor (14 points)
11. Completed to the satisfaction of the instructor (7 points)
12. Performance skills evaluated to the satisfaction of the instructor
    a. Iron a shirt or blouse (10 points)
    b. Iron slacks (10 points)

CHILDREN'S CLOTHING
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to select clothing which promotes development in children, and be able to determine the appropriate size and fit of children's garments. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. State how clothing can stimulate children's learning.
2. Identify ways to ensure proper fit of children's clothing.
3. List clothing features that provide room for children's growth.
4. List design features to consider when choosing children's clothing.
5. Identify desirable care characteristics for children's clothing.
6. Discuss quality indicators in children's clothing.
7. Identify guidelines for selecting children's shoes.
8. Determine size and fit of children's clothing.
9. Identify design features on children's clothing.
10. Compare types of children's clothing.

CHILDREN'S CLOTHING
UNIT IV

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Supplements
  1. Supplement #1 — Interview a Parent Concerning Children's Clothing
  2. Supplement #2 — Growth and Developmental Characteristics of Children
- D. Information sheet
- E. Assignment sheets
  1. Assignment Sheet #1 — Determine Size and Fit of Children's Clothing
  2. Assignment Sheet #2 — Identify Design Features on Children's Clothing
  3. Assignment Sheet #3 — Compare Types of Children's Clothing
- F. Answers to assignment sheets
- G. Test
- H. Answers to test

II. Instructor's guide

- A. Order materials to supplement unit.
  1. Books/Booklets
     a. "How To Select Infant's and Children's Clothing." Chicago: Sears Consumer Information Services, 1984.

        (NOTE: The above booklet contains information about many aspects of children's clothing. This booklet is available from Consumer Information Services, Dept. 703, Public Relations, Sears Roebuck and Co., Chicago, Illinois 60611.)

SUGGESTED ACTIVITIES

b. "Sewing for Children." Stamford, Connecticut: Coats and Clark, Inc. nd.

(NOTE: The above booklet discusses many aspects of the construction of children's clothing. This book is available from the Consumer and Educational Affairs Department, 72 Cummings Point Road, Stamford, Connecticut 06902.)

c. *Earnshaw's Review*. Boyertown, Pennsylvania: Earnshaw Publishing, Inc.

(NOTE: The above magazine is a trade publication for the children's clothing industry. Latest styles of children's clothing are pictured and trade industry information is discussed.)

d. Jaffee, Hilde. *Children's Wear Design*. New York: Fairchild Publications, 1983.

e. Rosen, Selma. *Children's Clothing*. New York: Fairchild Publications, 1983.

(NOTE: Books d and e provide information concerning designing children's clothing and the children's fashion industry.)

2. Extension fact sheets

(NOTE: The following extension fact sheets may be available through your county Oklahoma State University Cooperative Extension Center.)

a. T-1208 "Clothing Flammability"

b. T-1209 "Children's Shoes"

c. T-1206 "Exploring Techniques for Children's Clothing"

d. T-1321 "Fitting Children's Clothes"

e. T-1327 "Fabric for Children's Wear"

f. T-1102 "How Children Feel About Clothes"

g. T-1201 "Measuring Used Clothing for Children"

3. Filmstrip — *Fire, Fabric and You*. Color slides and audio cassette, six minutes, J. C. Penney, 1975. Available from Educational Relations, J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10019.

(NOTE: This slide-tape presentation gives information on flammability legislation, flammability testing procedures, and emergency procedures. This slide-tape presentation may be available by contacting your county Oklahoma State University Extension Home Economist.)

SUGGESTED ACTIVITIES

4. Videotape — *Special Considerations for Children's Clothing,* color, State Department of Vocational and Technical Education, 1985. Available for purchase from State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

B. Provide students with objective sheet.

C. Introduce unit by discussing unit and specific objectives.

SUGGESTIONS:

- Preface unit by emphasizing to the students the importance of choosing proper clothing for children. Point out that clothing can be a very important learning tool for children.
- Review with students the information from "Child Care Activities," Unit II, from *Home Economics I: Basic Core,* Assignment Sheet #1, (p. HE I - 41-C).
- Ask students to list items of clothing that they wore as young children that they especially liked and clothing that they especially disliked. Ask students to discuss their reasons for liking or disliking the clothing.
- Use Supplement #1 to raise students' interest in children's clothing. Assist as necessary.

D. Discuss information and assignment sheets.

1. Point out the importance of children wearing clothing that promotes development. Use Information Sheet, Section I, and Supplement #2.

   SUGGESTIONS:

   - Have students find pictures of children's clothing that stimulates learning. Mount these pictures on bright-colored construction paper and display them on a bulletin board titled "How Children Learn." Under each picture describe the features that stimulate learning.

     (NOTE: When possible, laminate pictures to help preserve them for future use.)

   - Make a display of clothing that promotes children's development.

2. Discuss ways to ensure proper fit of children's clothing. Use Information Sheet, Section II, and Assignment Sheet #1.

   SUGGESTIONS:

   - Discuss self-concept and appearance. Make students aware that it is important for children to look nice and to have properly fitting clothing.

SUGGESTED ACTIVITIES

- Demonstrate proper measuring techniques to aid students in completing Assignment Sheet #1.
- Use extension fact sheets "Measuring Used Clothing for Children" and "Fitting Children's Clothes." When Assignment Sheet #1 is completed, encourage students to record the information on notecards and give this information to the children's parents for easy reference when the parents are shopping for children's clothing.

3. Emphasize the importance of features and care characteristics which are essential in selecting children's clothing. Use Information Sheet, Sections III, IV, and V, and Assignment Sheets #2 and #3.

SUGGESTIONS:

- Allow students to complete Assignment Sheet #3 as a class or home project.
- Discuss information with students concerning quality and price as indicators of a good buy. Allow students to compare like items in different price ranges to determine if the most expensive items are always the best buy.
- Show videotape *Special Considerations for Children's Clothing*.
- Collect examples of clothing with features which provide room for growth.
- Have students clip pictures illustrating examples of growth and design features and clothing with desirable care characteristics from magazines, catalogs, and pattern books.

4. Use Information Sheet, Section VI, to emphasize the importance of being able to recognize quality indicators in children's clothing.

SUGGESTION:

- Invite a resource person from a children's clothing store to come to class and display clothing. Ask resource person to point out specific quality indicators and safety features.

5. Discuss guidelines for selecting children's shoes. Use Information Sheet, Section VII.

SUGGESTIONS:

- Use extension fact sheet "Children's Shoes" to aid in the discussion.
- Invite a resource person from a children's shoe store to discuss how to determine proper fit in children's shoes.

SUGGESTED ACTIVITIES

- Have a display of several pairs of children's shoes. Allow students to evaluate each pair as to support and appropriateness for children.

6. For an FHA/HERO project or home project allow students to construct an item of clothing for a child. Encourage the students to select a pattern that provides room for growth, that stimulates learning, and that has self-help features.

E. Give test.

F. Reteach and retest if necessary.

III. Unit references

A. Benson, Ann. *Child Care Volume I,* rev. by Debbie Truitt. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1981.

B. Draper, Henry, and Mary Wanda Draper. *Caring for Children.* Peoria, Illinois: Chas. A. Bennet Co., Inc., 1979.

C. Gawne, Eleanor J., and Bess V. Oerke. *Dress.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

D. "How to Select Infant's and Children's Clothing." Chicago: Sears Consumer Information Services, 1971.

E. "Sewing for Children." Stamford, Connecticut: Coats and Clark, Inc. nd.

SUGGESTED ACTIVITIES

SUPPLEMENT #1 — INTERVIEW A PARENT CONCERNING CHILDREN'S CLOTHING

NAME ____

As children grow and develop through the stages of early childhood, their needs for clothing change. It is the responsibility of the parents to see that these needs are met. Styles that are easy to put on and take off are especially helpful for small children. Reinforced areas on the clothing are important where there is strain, such as the knees of pants and elbows of jackets.

It is very expensive to provide clothing for children, and when there is more than one child, the expense is even greater. This makes it necessary to use all of your management skills when shopping for children's clothing. Garage sales and used clothing stores are good sources for children's clothing and also are good ways to dispose of clothing that is no longer needed. A group of friends with children close to the same age may be able to trade their unneeded children's clothing among themselves.

When purchasing children's clothing, allow the child to make choices whenever possible. This can be done when the parent selects several items that are acceptable and allows the child to choose from this group.

Interview a parent concerning children's clothing. Use the following questions as a guide.

A. How many children do you have and what are their ages? ____________________

____

____

____

B. Do you work outside the home? ____________________

C. Where do you shop for children's clothing? Why? ____________________

____

____

____

____

D. What are the greatest problems that you encounter when buying children's clothing?

____

____

____

____

SUPPLEMENT #1

E. Do you allow the children to have any choice in what is purchased? ____________

Why or why not? ____________

If so, what kind of choice and how much freedom do the children have?

F. Do you allow the children to have any choice in what is worn each day?

If so, what kind of choice and how much freedom do the children have?

Are the children's closet rods low enough for them to select their own clothing?

G. What do you look for when purchasing children's clothing?

EXAMPLE: Safety features

H. Do you make any of your children's clothing? ____________

If so, how do you make this profitable as far as time and materials are concerned?

SUGGESTED ACTIVITIES

SUPPLEMENT #2 — GROWTH AND DEVELOPMENTAL CHARACTERISTICS OF CHILDREN

NAME ____

As children grow from infancy to school age, their clothing needs change constantly. It is important that these needs are met for the children to develop properly.

GROWTH AND DEVELOPMENTAL characteristics

to help guide the selection of designs
and styles for specific age groups

Birth to 3 Months	Growth is rapid. Clothing purchases should be limited to a few items that can be laundered frequently. Warmth, comfort, washability are uppermost concerns in clothing. Clothing should be designed for ease in frequent changing.
3 Months to 6 Months	Rapid growth continues. Learns to hold head up and turn over (four to seven months). Likes to be propped up so baby can look around. Clothing must move as baby reaches and waves arms and legs in the air and should be designed for ease in frequent changing of diapers.
6 Months to 1 Year	Learns to sit up alone. Learns to pull up in crib or playpen. Enjoys games like "peek-a-boo," "bye-bye," and "pat-a-cake." Needs clothing that ensures warmth, but that does not interfere with crawling or changing diapers. Less sleeping time is required while an increase in activities necessitates more clothes for wide awake hours. Clothing that goes over the head too tightly is usually disliked.
1 Year to 18 Months	Learns to stand alone and walk. Hand coordination becomes finer and child learns to pick up small pieces of food. Likes to handle a spoon and tries to use it. Loves to throw things and watch them drop. Energy becomes boundless. Clothing should be designed to avoid frustrating the desire for movement and should be designed for ease in changing of diapers.

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SUPPLEMENT #2

18 Months to 2 Years	Is constantly active. Learns to run with a stiff, flat gait with feet wide apart. Abdomen protrudes a little and arms are held slightly away from the body. Goes up and down stairs one step at a time, frequently in a sitting position. Uses whole arm movements when playing ball. Clothing takes a beating with all the activity.
2 Years	From two years of age on, large muscles are developing rapidly; runs, climbs, and slides. Can undress alone; can identify parts of clothing, but needs help in dressing. Is slow and dawdles. Expects routine. Notices and imitates people. Loves color and the feel of cloth. Is possessive, but wants to play with other children though can't get along with them happily. Likes to take things apart and put them together or fit one object inside the other. Clothing should be colorful, but simple in design.
3 Years	Usually the three-year-old tries to please and conform. Generally grows rapidly — three to four inches during the year. If able to reach, can learn to hang up his or her clothes. Wants approval and attention and likes friends of own age. Begins to notice sex role differences. Learns to identify colors. Becomes more skilled at dressing, but still is better at undressing. Clothing with self-help features will encourage the child to dress and undress alone.
4 Years	Laces shoes, but frequently needs help in tying them. Wants friends and notices what they wear. Very active. Can dress and undress alone so clothing should be designed for independence in dressing. Clothing specifically for dress-up play and imitating adults is enjoyed.
5 Years	Says good-bye to babyhood. Can usually dress alone completely except for the most complicated fasteners. Hates criticism and wants to be a member of his or her peer group. Many children go to kindergarten at this age and need clothing that they can manipulate. Begins to acquire ideas about clothing and is influenced by people outside the family. Clothing selection can now be a shared experience between parent and child.

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CHILDREN'S CLOTHING
UNIT IV

INFORMATION SHEET

I. How clothing can stimulate children's learning (Supplement #2)

   A. Sense of touch is stimulated early by the texture of clothing fabric

      (NOTE: Corduroy, velveteen, suede, flannel, and other soft fabrics are favorites.)

   B. Manipulation, dexterity, and coordination skills are encouraged when children have clothes that reinforce these skills

      (NOTE: Fastening garments with the use of buttons, zippers, snaps, and hooks offers as much interest to many children as actually putting on the garment and wearing it.)

   C. Shape, number, and letter concepts can be taught by making children aware of objects on their clothing

II. Ways to ensure proper fit of children's clothing (Assignment Sheet #1)

   A. Have child try on the garment at the time of purchase, if possible

   B. Order by child's current measurements rather than by age

   C. Provide for comfort and economy by selecting clothes that allow for growth, but avoid buying over-sized clothing

      (NOTE: Clothes that are too large can restrict movement as much as those that are too tight and may also cause accidents such as tripping.)

III. Clothing features that provide room for children's growth

   (NOTE: When purchasing children's clothing, make allowances for growth, especially in length. It is not always wise to buy a larger size. Overly large clothes are not comfortable or safe and may be worn and faded by the time the child grows to fit them.)

   A. Adjustable shoulder straps

   B. Raglan, kimono or sleeveless styles

   C. Elastic inserts

   D. Stretch or knit fabrics

   E. Seams wide enough to withstand strain and permit alterations

INFORMATION SHEET

F. Undefined waistlines in one-piece garments

G. Two rows of snaps or buttons for attaching tops and bottoms of sleepwear

H. Tucks, pleats, and yokes that can extend wearable life of the garment (Figures 1 through 3)

EXAMPLES:

FIGURE 1

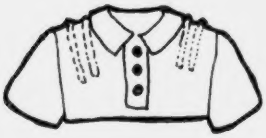


FIGURE 2

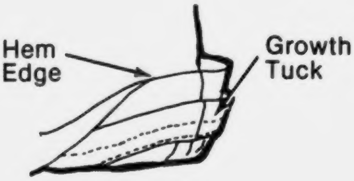
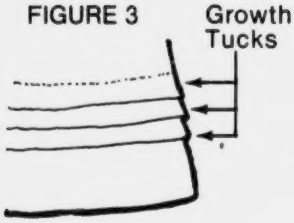


FIGURE 3



IV. Design features to consider when choosing children's clothing (Assignment Sheet #2)

(NOTE: When selecting clothing, the child's physical growth and development, motor growth and activities, and social, emotional and intellectual growth should be kept in mind. Many desirable features such as extra loops can be added by the parents.)

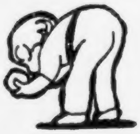
INFORMATION SHEET

A. Adequate fullness (Figure 4)

(NOTE: Areas where fullness is needed are the seat, armholes, pant legs, and crotch.)

EXAMPLE:

FIGURE 4



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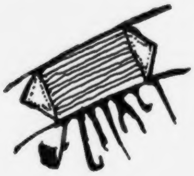
B. Elastic inserts (Figure 5)

(NOTE: Elastic inserts aid in holding garment in place and ensure fit where fullness is not desirable.)

EXAMPLE:

FIGURE 5



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INFORMATION SHEET

C. Loops on shirts, tops, and overalls (Figures 6 and 7)

(NOTE: Loops help hold straps in place.)

EXAMPLES:

FIGURE 6

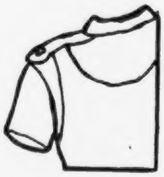
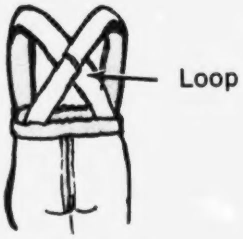


FIGURE 7



Inside Out

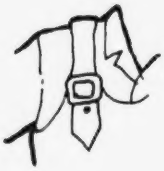
Figure 6 used with permission of Sears, Roebuck and Co., from *How to Select Infants' and Children's Clothing*, Hidden Value Series, © 1984.

D. Adjustable or stretchable straps (Figure 8)

(NOTE: Adjustable or stretchable straps provide for comfort and better fit.)

EXAMPLE:

FIGURE 8



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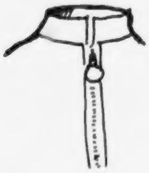
INFORMATION SHEET

E. Easy-to-work openings and closures (Figure 9)

(NOTE: Easy-to-work openings and closures provide for quick changes and encourage independence in self-dressing. Zippers should be large with pulls that are easy for children to grasp.)

EXAMPLE:

FIGURE 9



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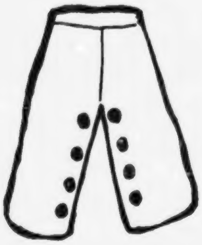
F. Snaps in the crotches of all infants' and toddlers' clothing (Figure 10)

(NOTE: Crotch snaps allow for diapering without having to undress the child.)

EXAMPLE:

FIGURE 10



G. Safety features

EXAMPLES: Nonflammable fabrics for nightwear

Trims and designs that will not trip the child or catch on things

Bright colors for outer garments to alert motorists to presence of child

INFORMATION SHEET

Buttons and trims securely attached to prevent the child from swallowing the item

Child's name not visibly on clothing

(NOTE: A visible name could allow strangers to make the child think that they are his or her friend making abduction much easier.)

H. Self-help features (Figures 11 through 13)

EXAMPLES: Elastic waistbands

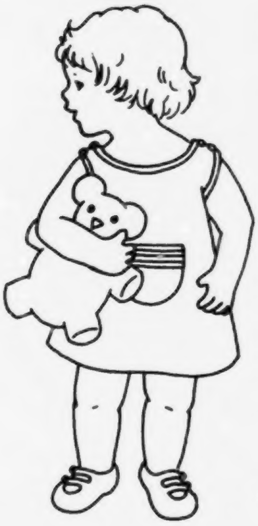
Magnetic snaps

Self-gripping fasteners (Velcro)

Front ties and sashes

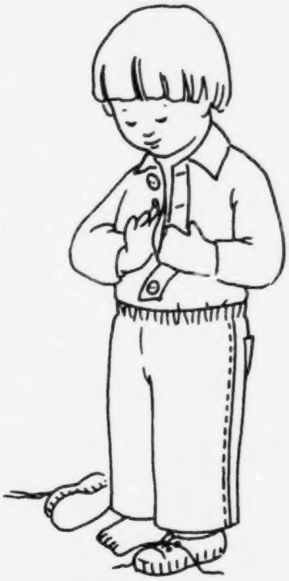
Attached belts

FIGURE 11



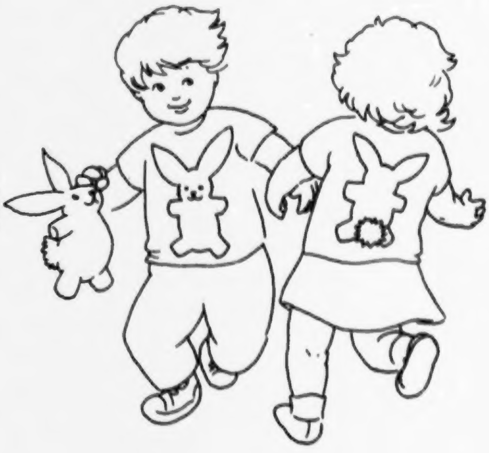
Large Neck Opening

FIGURE 12



Large Buttons on Front Opening

FIGURE 13



Easily Distinguished Front and Back

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INFORMATION SHEET

V. Desirable care characteristics for children's clothing (Assignment Sheet #3)

(NOTE: Care requirements are important considerations, whether you are buying clothing for children or adults. Washability and permanent press are two of the most important requirements.)

A. Permanent press finish to eliminate or lessen the need for ironing

B. Machine washable and dryable fabric to speed up the laundry process

C. Soil-resistant finish to keep clothes clean longer and cut down on laundering

D. Colorfast dyes and preshrunk fabric to ensure laundering success

E. Sturdy construction to withstand frequent washing and wearing

F. Washable, securely attached, and colorfast trims

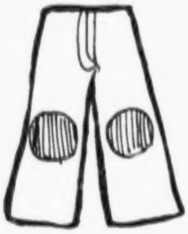
VI. Quality indicators in children's clothing

(NOTE: Quality construction is especially important for clothing that will be worn and laundered frequently. Even though most children outgrow their clothing rapidly, these garments receive hard wear in the short period of time that they are worn.)

A. Reinforcement at points of strain (Figure 14)

EXAMPLES: Knees, armholes, seams, pocket edges, plackets

FIGURE 14



B. Stitches short, even, using strong thread; stretch stitching

C. Seams flat, smooth, and properly finished to prevent raveling or pulling out

D. Openings smooth with firmly attached buttons, hooks and eyes, or snaps of suitable size and type for the garment

E. Zippers properly inserted and easily operated

INFORMATION SHEET

F. Trims and decorations neat, firmly attached, and suited to the garment without additional care requirements

G. Fabric allowance generous for seams, pleats, lapels, and fit

(NOTE: Generous seam allowances will prevent seams from pulling out.)

H. Designs accurately matched at seams, particularly at center back and front

I. Grain line straight

VII. Guidelines for selecting children's shoes

(NOTE: Proper fit of children's shoes is essential to good foot growth and general well-being. A large number of foot ailments can be traced directly to poor-fitting shoes worn during childhood.)

A. Purchase shoes that fit properly

(NOTE: Expecting a child to grow into new shoes that are too big is false economy. When trying shoes on child for fit, be sure child's foot is completely into shoe. Do not assume that shoes fit properly just because the child says they do.)

B. Buy good quality shoes

(NOTE: There are many quality indicators to look for when buying shoes. Shoes constructed from leather are usually better for children's feet than those constructed of some other material. Buying shoes from a reputable dealer can also help ensure quality and fit.)

C. Be sure that the child's feet are measured properly

(NOTE: Proper fit can be ensured by examining the old shoes for signs of wear and by measuring both feet while the child is standing. Since most foot growth occurs between the ball and heel of the foot, much attention should be given to ensure proper fit in this area. The child should try on both shoes and walk on carpeted and noncarpeted flooring.)

D. Do not pass shoes down from child to child

(NOTE: Each child will break in new shoes to fit his or her own feet making it difficult for another child to wear the same shoes and have them fit properly.)

E. Dress child in same type of sock for trying on shoes as will be worn with shoes after purchase

F. Consider care that shoes will require

CHILDREN'S CLOTHING
UNIT IV

ASSIGNMENT SHEET #1 — DETERMINE SIZE AND FIT OF CHILDREN'S CLOTHING

NAME ________________________________ SCORE ____________

Making or buying clothes for children can be fun and creative. This can also be a disagreeable experience for the child. Accurate measurements must be taken often since children grow so quickly.

Determine the size and fit of children's clothing by completing the following exercises.

PART I

Children's clothing is normally sized at three levels — infants, toddlers, and childrens. When measuring, have child dressed in undergarments and have him or her stand feet together in a normal stance.

Take measurements of both a boy and a girl. Ask parent for child's height and weight. Write the measurements in the appropriate blanks, then use the following size charts to determine the size of clothing needed for the boy and girl whom you measured.

(NOTE: The size charts on the next page are for pattern measurements. For ready-to-wear there is little or no size standardization but generally ready-to-wear sizes run smaller than pattern measurements.)

Boy's Measurements

Chest (1) ______________

Waist (2) ______________

Hips (3) ______________

Back waist length (4) ______

Back width (5) ______________

Arm length (6) ______________

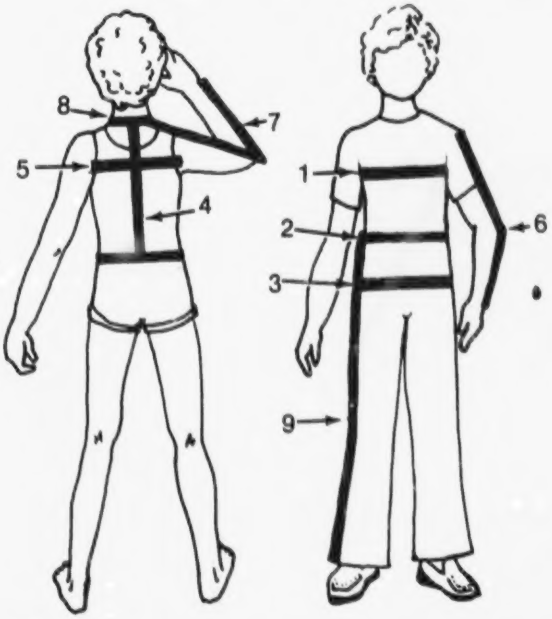
Shirt sleeve length (7) ______

Neck circumference (8) ______

Pants length (9) ______________

Height ______________

Weight ______________



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ASSIGNMENT SHEET #1

Girl's Measurements

Breast (1) ________________

Waist (2) ________________

Hips (3) ________________

Back waist length (4) ________

Arm length (5) ________________

Back width (6) ________________

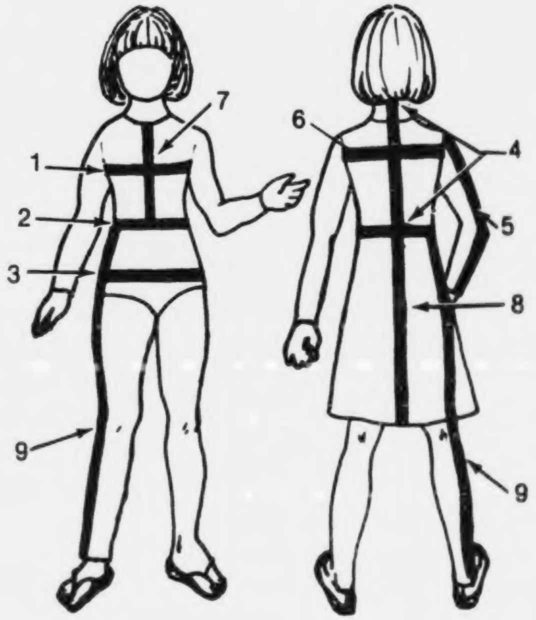
Front waist length (7) ________

Dress length (8) ________________

Pants length (9) ________________

Height ________________

Weight ________________



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SIZE CHARTS

Infants

Size	NEWBORN	SMALL	MEDIUM	LARGE	X-LARGE
Height (inches)	to 24	24½-28	28½-32	32½-36	36½-38
Weight (pounds)	to 13	14-19	20-25	26-31	32-35
Age (months)	0-3	6	12	18	—

Toddler—for walking child in diapers or training pants.

Size	1T	2T or 2	3T or 3	4T or 4
Height (inches)	29½-32	32½-35	35½-38	38½-41
Weight (pounds)	22-26	27-30	31-35	36-37

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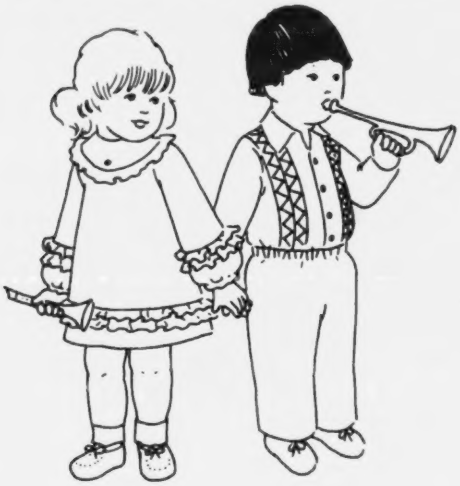
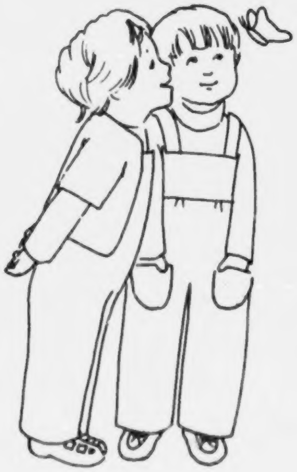
Boy's size ____________________ Girl's size ____________________

ASSIGNMENT SHEET #1

PART II

Complete the following checklist to determine the appropriateness and fit of children's clothing by examining a garment on a child.





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	YES	NO
A. Can the child move freely? Ask him or her to sit, bend, stoop, reach, and stretch.	☐	☐
B. Do clothes hang from the shoulders rather than the neck?	☐	☐
C. Does garment fit smoothly, neither bagging nor binding?	☐	☐
D. Does neckline and collar fit well without binding or rubbing and yet go over the head easily?	☐	☐
E. Are armholes and sleeves roomy enough for action?	☐	☐
F. Is separate top long enough to stay tucked in as child moves and plays?	☐	☐
G. Are pant legs or dress short enough to prevent the child from stepping on hems and tripping as he or she moves?	☐	☐
H. Is coat, jacket, sweater, etc. large enough to fit comfortably over other clothing?	☐	☐
I. Is garment appropriate for activities in which child may be participating?	☐	☐

CHILDREN'S CLOTHING
UNIT IV

ASSIGNMENT SHEET #2 — IDENTIFY DESIGN FEATURES ON CHILDREN'S CLOTHING

NAME ______________________________ SCORE ______________

In children's early years, their attitudes about clothing are largely a reflection of their parents' attitudes, television, and peer pressure. Parents should be careful to purchase items that the child will like and that are appropriate for the child. Adults may be willing to sacrifice comfort and freedom of movement for fashion. Children are not. Children need and want clothes that are comfortable and that allow for action. When purchasing children's clothing, keep these things in mind. This is also a good time to start teaching children the importance of being a wise shopper.

Identify design features to consider when choosing children's clothing. Find one picture of each of the design features listed in Information Sheet, Section IV. Mount the pictures on your own paper. Underneath each picture describe the feature that it illustrates.

CHILDREN'S CLOTHING
UNIT IV

ASSIGNMENT SHEET #3 — COMPARE TYPES OF CHILDREN'S CLOTHING

NAME ______________________________ SCORE ______________

There are many factors to consider when selecting and buying children's clothing. Babies grow very quickly and for the first few months can get by with diapers, gowns, undershirts, and stretch suits; in cool weather, sweaters, hats and blankets for going out are needed. When the baby starts to crawl, sturdier clothing will be needed. When the child starts to walk, socks and shoes will be needed. Clothing for children can cost as little or as much as you want it to. Select three children's outfits. If possible select clothing that is 50% polyester and 50% cotton for ease of care and the child's comfort. The items might be found in a clothing store or might be clothes owned by a friend, neighbor, or relative. List the types of outfits selected.

Outfit #1 ____

Outfit #2 ____

Outfit #3 ____

PART I

Evaluate each outfit using the following characteristics. For each statement that applies to one or more of the outfits, check the appropriate column(s).

CHARACTERISTICS	**Outfit #1**	**Outfit #2**	**Outfit #3**
Style is simple			
Construction gives freedom for arms and legs			
Opening for the head is large enough			
Bands for arms, legs, or neck are not tight			
Launders easily			
Weight is appropriate for room temperature and season of year			
Fasteners are tightly secured			
Clothing is sturdy and comfortable			
Cost is reasonable			
Clothing has growth features			
Clothing has self-help features			
Clothing has features that stimulate learning			

ASSIGNMENT SHEET #3

PART II

Review the chart you completed in Part I and answer the following questions. When making the selection of what items to purchase, it is important to keep in mind that the least expensive may not always be the best buy.

A. Which outfit would you recommend for a child to wear? ______________________

____

Why? ____

____

B. Which outfit would you recommend a child not wear, if any? ______________________

____

Why? ____

____

____

CHILDREN'S CLOTHING
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

CHILDREN'S CLOTHING
UNIT IV

TEST

NAME ______________________________ SCORE ______________

1. State how clothing can stimulate children's learning.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. Identify ways to ensure proper fit of children's clothing. Write an "X" in the blank before each correct answer.

   _____a. Have child try on the garment at the time of purchase, if possible

   _____b. Buy garment that is too big for child to allow room for growth

   _____c. Order by child's current measurements rather than by age

   _____d. Provide for comfort and economy by selecting clothes that allow for growth, but avoid buying over-sized clothing

   _____e. Allow child to choose size that he or she likes best

3. List five clothing features that provide room for children's growth.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

4. List five design features to consider when choosing children's clothing.

   a. ______________________________

   b. ______________________________

   c. ______________________________

TEST

d. ____

e. ____

5. Identify desirable care characteristics for children's clothing. Write an "X" in the blank before each correct answer.

_____a. Permanent press finish to eliminate or lessen the need for ironing

_____b. Machine washable and dryable fabric to speed up the laundry process

_____c. Lots of ruffles and lace for added body

_____d. Soil-resistant finish to keep clothes clean longer and cut down on laundering

_____e. Long ties and sashes

_____f. Colorfast dyes and preshrunk fabric to ensure laundering success

_____g. Sturdy construction to withstand frequent washing and wearing

_____h. Washable, securely attached, and colorfast trims

6. Discuss quality indicators in children's clothing.

____

____

____

____

____

____

7. Identify guidelines for selecting children's shoes. Write and "X" in the blank before each correct answer.

_____a. Purchase shoes that fit properly

_____b. Buy shoes with buckles instead of laces

_____c. Buy good quality shoes

_____d. Do not pass shoes down from child to child

_____e. Be sure that the child's feet are measured properly

TEST

_____f. Spend less money for play and casual shoes

_____g. Dress child in same type of sock for trying on shoes as will be worn with shoes after purchase

(NOTE: Test questions 8 through 10 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

8. Determine size and fit of children's clothing.

9. Identify design features on children's clothing.

10. Compare types of children's clothing.

CHILDREN'S CLOTHING
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning situation. The point total is 110.)

1. (6 points)
   a. Sense of touch is stimulated early by the texture of clothing fabric
   b. Manipulation, dexterity, and coordination skills are encouraged when children have clothes that reinforce these skills
   c. Shape, number, and letter concepts can be taught by making children aware of objects on their clothing

2. (10 points)
   a, c, d

3. (10 points)
   Answer should include any five of the following
   a. Adjustable shoulder straps
   b. Raglan, kimono or sleeveless styles
   c. Elastic inserts
   d. Stretch or knit fabrics
   e. Seams wide enough to withstand strain and permit alterations
   f. Undefined waistlines in one-piece garments
   g. Two rows of snaps or buttons for attaching tops and bottoms of sleepwear
   h. Tucks, pleats, and yokes that can extend wearable life of the garment

4. (5 points)
   Answer should include any five of the following
   a. Adequate fullness
   b. Elastic inserts
   c. Loops on shirts, tops, and overalls
   d. Adjustable or stretchable straps
   e. Easy-to-work openings and closures
   f. Snaps in the crotches of all infants' and toddlers' clothing
   g. Safety features
   h. Self-help features

5. (16 points)
   a, b, d, f, g, h

6. (8 points)
   Discussion should include five of the following points
   a. Reinforcement at points of strain
   b. Stitches short, even, using strong thread; stretch stitching
   c. Seams flat, smooth, and properly finished to prevent raveling or pulling out

ANSWERS TO TEST

- d. Openings smooth with firmly attached buttons, hooks and eyes, or snaps of suitable size and type for the garment
- e. Zippers properly inserted and easily operated
- f. Trims and decorations neat, firmly attached, and suited to the garment without additional care requirements
- g. Fabric allowance generous for seams, pleats, lapels, and fit
- h. Designs accurately matched at seams, particularly at center back and front
- i. Grain line straight

7. (14 points)
   a, c, d, e, g

8. Evaluated to the satisfaction of the instructor (15 points)

9. Evaluated to the satisfaction of the instructor (16 points)

10. Evaluated to the satisfaction of the instructor (10 points)

CONSTRUCTION TECHNIQUES
UNIT V

SUGGESTED ACTIVITIES

I. Unit contents

   A. Objective sheet

   B. Suggested activities

   C. Supplements

      1. Supplement #1 — Construct a Sample Board

      2. Supplement #2 — Attaching Plackets and Cuffs

      3. Supplement #3 — Linings

      4. Supplement #4 — Pockets

      5. Supplement #5 — How to Miter a Corner

   D. Information sheet

   E. Assignment sheets

      1. Assignment Sheet #1 — Select Pattern and Supplies Needed for Sewing Project

      2. Assignment Sheet #2 — Describe Procedures for Straightening Grain of Fabric

      3. Assignment Sheet #3 — Analyze Need for Interfacing

      4. Assignment Sheet #4 — Record Time-Saving Techniques

      5. Assignment Sheet #5 — Evaluate Construction Techniques Used in Making Garment

      6. Assignment Sheet #6 — Evaluate Practices for Ensuring Professional-Looking Results

   F. Answers to assignment sheets

   G. Test

   H. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

A. Order materials to supplement unit

1. Books

a. Bystrom, Adoree Evans. *The Tailoring Process: Custom and Simplified.* West Chicago, Illinois: South-Western Publishing Co., 1985.

(NOTE: This book contains information for improving and developing tailoring skills. The information supplements information contained in pattern guide sheets.)

b. *Reader's Digest Complete Guide to Sewing.* Pleasantville, New York: Reader's Digest Association, Inc., 1978.

c. *Sewing Menswear — Pants.* Washington, D.C.: U.S. Government Printing Office, 1975.

(NOTE: This book contains information on selecting a flattering style, making the pattern fit, and construction techniques.)

d. *Sewing Women's Pants.* Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1979.

(NOTE: This book contains information on measuring the figure, pattern selection, and construction techniques.)

2. Extension fact sheets

(NOTE: The following extension fact sheets may be available through your county Oklahoma State University Cooperative Extension Center.)

a. T-1332 "All About Seams"

b. T-1401 "Easier Pressing Methods"

c. T-1331 "Hems and Finishes"

d. T-1333 "Jeans and the Like"

e. T-1304 "Making the Bias Waistband and the Fitted Waistband"

SUGGESTED ACTIVITIES

f. A-1303 "Making the Waistline Fit on Pants"

g. T-1402 "Pressing Equipment"

h. T-1329 "Quick Methods for Home Sewing"

i. PI-0201 "So You Faced It?"

j. T-1307 "Waistbands"

3. Filmstrips

(NOTE: Filmstrip kits a through f are available from Bergwall Products, Inc., P.O. Box 238, Garden City, New York 11530-238.)

a. *How to Make a Blouse*. Color, two 35 mm filmstrips and audio cassette, 10 to 12 minutes each, Bergwall, 1978.

(NOTE: This filmstrip kit contains step-by-step instructions on how to construct a blouse, including getting the fabric ready for cutting and pattern layout.)

b. *How to Make a Shirt*. Color, two 35 mm filmstrips and audio cassette, 10 to 12 minutes each, Bergwall, 1978.

(NOTE: This filmstrip kit contains step-by-step instructions on how to construct a shirt, including getting the fabric ready for cutting and pattern layout.)

c. *How to Make a Skirt*. Color, two 35 mm filmstrips and audio cassette, 10 to 12 minutes each, Bergwall, 1978.

(NOTE: This filmstrip kit contains step-by-step instructions on how to construct a skirt, including getting the fabric ready for cutting and pattern layout.)

d. *How to Make Pants*. Color, two 35 mm filmstrips and audio cassette, 10 to 12 minutes each, Bergwall, 1978.

(NOTE: This filmstrip kit contains step-by-step instructions on how to construct a pair of pants, including getting the fabric ready for cutting and pattern layout.)

e. *Pattern and Fabrics*. Color, two 35 mm filmstrips and audio cassette, 10 to 12 minutes each, Bergwell, 1978.

(NOTE: This filmstrip kit contains information on measuring and determining figure type and how to choose a pattern.)

SUGGESTED ACTIVITIES

f. *Sewing Equipment.* Color, two 35 mm filmstrips and audio cassette, 10 to 12 minutes each, Bergwall, 1983.

(NOTE: This filmstrip kit contains information on sewing tools and supplies, and information about the sewing machine.)

g. *Press It.* Color slides with script and audio cassette, 15 minutes, Nasco, nd. Available from Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538.

4. Videotapes

a. *Clothing Construction*

b. *Hints to Use in Clothing Construction*

c. *The Use of Interfacing in Clothing Construction*

(NOTE: These videotapes are available for purchase from the State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.)

B. Provide students with objective sheet.

C. Discuss unit and specific objectives.

1. Introduce unit by giving student a review of the basic information concerning clothing construction and discuss the positive aspects of home sewing. Use Supplement #1.

SUGGESTIONS:

- Show students types of clothing projects that they might want to complete while studying this unit.

- Discuss with students how to determine the value of their home sewing. Taking the price of the fabric, notions, pattern and other supplies and multiplying times three will give an estimation of the cost of the ready-made garment.

- Allow students to view filmstrips *Pattern and Fabrics*, and *Sewing Equipment.*

- Review with students the information from "Basic Sewing Techniques" in *Home Economics I: Basic Core,* (p. HE I-119-D) and "Garment Construction," Unit V, in *Home Economics II: Basic Core* (p. HE II-177-C).

SUGGESTED ACTIVITIES

- Provide students with needed supplies as they complete Supplement #1.

D. Provide students with information sheet and assignment sheets.

1. Combine Information Sheet, Sections I, II, III, and Assignment Sheet #1 when presenting information about selection of pattern and needed supplies for a sewing project.

SUGGESTIONS:

- Show students examples or demonstrate the information found in terms and definitions.

- Discuss construction procedures listed in Part I of Assignment Sheet #1. Help the students determine which construction procedures they should include in their sewing project.

- Provide student with current pattern catalogs as they complete Part II of Assignment Sheet #1. Aid students in selecting patterns that will reinforce and improve their sewing skills.

- As students complete Part III of Assignment Sheet #1, provide them with examples of ways they can use their creativity to personalize their projects.

- Aid students as they make a list of needed items for their sewing projects when completing Part IV of Assignment Sheet #1.

- Show students pictures of patterns and fabrics that do not complement each other. For example, large prints that prevent one from seeing construction details or soft, clinging fabrics that would not be suitable for crisp pleats.

- Demonstrate construction techniques discussed in Information Sheet, Section II.

- Have students read their guide sheet and check on Information Sheet, Section II the construction techniques that they will be using.

- Show students woven and knit fabrics that are of good quality and easy to sew. Find similar fabrics that are of poorer quality and more difficult to handle. Discuss thread count and the importance of buying quality fabrics. Mount swatches of the good quality fabrics on a bulletin board titled "Buy Quality Fabrics."

- If possible, take students to fabric store and assist them as they purchase their supplies.

SUGGESTED ACTIVITIES

- When completing Part V of Assignment Sheet #1, demonstrate the unit construction method and help students sequence their steps for this method.

- Assist students as needed in altering their patterns.

(NOTE: As students begin their projects, provide them with Supplements #1 through #5, extension fact sheets, books listed in part A-1 of the Suggested Activities, and allow them to view filmstrips *How to Make a Shirt, How to Make Pants,* and *How to Make a Blouse* as needed.)

2. Present information about off-grain fabrics to students. Use Information Sheet, Sections IV and V and Assignment Sheet #2.

SUGGESTIONS:

- Allow students to examine fabric that is on grain and fabric that is off grain. Show students examples of clothing such as blue jeans that are cut from off-grain fabric.

- Review with students procedures for straightening fabric.

3. Discuss with students the importance of using time-saving techniques. Use Information Sheet, Section VI, and Assignment Sheet #4.

SUGGESTIONS:

- Invite a person who sews for others to speak to the students on the importance of using time-saving techniques. Ask the resource person to share information about how he or she charges for his or her work.

- Ask someone from a fabric store to come to the class and demonstrate time-saving equipment.

- Help students determine time-saving techniques that they can use while making their garments.

EXAMPLE: Help students modify pattern layout by showing them how to place straight-seamed pieces on the fold.

- Demonstrate to students the procedure for cutting pattern from single thickness of fabric. Explain that this procedure can be used when there is a limited amount of fabric.

- As students are completing their projects, ask them to record anything that they did during the class period that they felt was a time-saving technique.

- Have students complete Assignment Sheet #4 after their garments are completed.

SUGGESTED ACTIVITIES

4. Discuss the various types of interfacing with the students. Use Information Sheet, Sections VII and VIII, and Assignment Sheet #3.

   SUGGESTIONS:

   - Show the students various types of fabrics and the appropriate type and weight of interfacing that should be used with each type.

   - Help students determine areas of their garment that should be interfaced in addition to the areas suggested by the guide sheet.

   - Demonstrate how to apply the various types of interfacing to the fabric.

   - Test the compatibility of the interfacing and fabric by draping the two together.

5. Emphasize the importance of achieving professional-looking results when constructing a garment. Use Information Sheet, Section IX, and Assignment Sheet #6.

   SUGGESTIONS:

   - Review with students proper ironing and pressing techniques from "Clothing Care and Maintenance," Unit III from this guide.

   - Point out to students the advantages of having garments pressed at the dry cleaners.

III. Unit references

A. Gawne, Eleanor, and Bess Oerke. *Dress*. Peoria, Illinois: Chas. A. Bennett Co., 1975.

B. Halmes, Ellen. *Custom Sewing*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

IV. Additional references

A. Clements, Irene, and Judy Coffey. *Home Economics I: Basic Core,* rev. by Joyce Sawatzky. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

B. Benson, Ann. *Home Economics II: Basic Core,* rev. by Debbie Truitt. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

CONSTRUCTION TECHNIQUES
UNIT V

SUPPLEMENT #1 — CONSTRUCT A SAMPLE BOARD

NAME ____

When constructing a garment, most people want to achieve the look of quality ready-to-wear. When shopping for clothing, make note of ideas that you would like to incorporate into your clothing construction projects.

Constructing a sample board will help organize your thoughts. A sample board is a display of pictures of garments and fabric swatches that you would like to use in constructing a garment.

Construct a sample board by completing the following steps. Check each step as it is completed.

_____ Find a picture of an outfit that you would like to construct in a magazine or sketch one that you have seen in a store.

_____ Using a pattern book, find pictures of patterns that you could use to construct the garment. It may be necessary to combine one or more patterns.

_____ Briefly describe the changes that would have to be made in the pattern or patterns to achieve the look of the outfit desired.

_____ Find a swatch or swatches of fabric that you would use to construct the outfit.

_____ Mount the items that you have located on a piece of poster board.

CONSTRUCTION TECHNIQUES
UNIT V

SUPPLEMENT #2 — ATTACHING PLACKETS AND CUFFS

NAME ____

Cuffs and plackets add a finishing touch to your sleeves. Most sleeve cuffs are attached in much the same manner as collars are attached to a shirt or blouse. The sleeve placket may look difficult, but by carefully following instructions, the placket can be constructed with little difficulty.

(NOTE: The following information includes instructions for two types of plackets.)

I. Materials and equipment

   A. Garment and sleeve pieces

   B. Sewing machine

   C. Matching thread

   D. Interfacing

   E. Pins

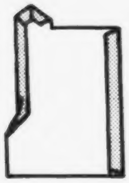
   F. Iron and ironing board

II. Procedure for attaching a tab placket

   (NOTE: Mark all points as indicated by pattern.)

   A. Press under 3/8 inch on sides and pointed edge of placket (Figure A)

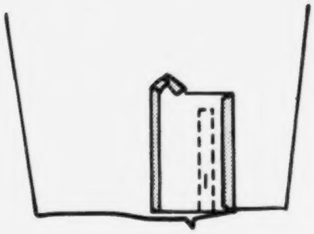
   FIGURE A



SUPPLEMENT #2

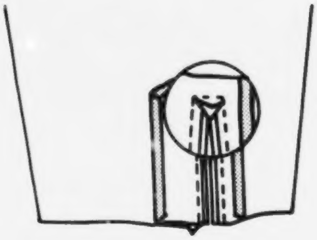
B. Pin right side of placket to wrong side of sleeve at lower edge, matching solid lines and notches; stitch along dotted stitching line (Figure B)

FIGURE B



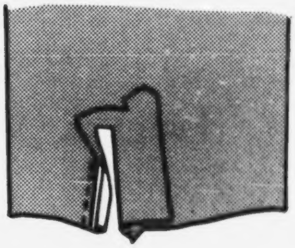
C. Cut along solid line and diagonally to corners (Figure C)

FIGURE C



D. Turn placket to outside; press end of opening upward and press long seam allowance toward placket (Figure D)

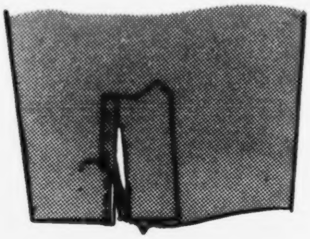
FIGURE D



SUPPLEMENT #2

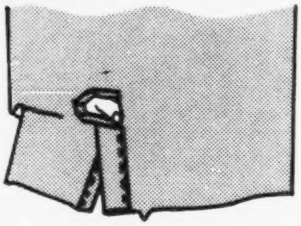
E. Fold narrow side of placket in half lengthwise, and stitch pressed-under edge to sleeve along fold line (Figure E)

FIGURE E



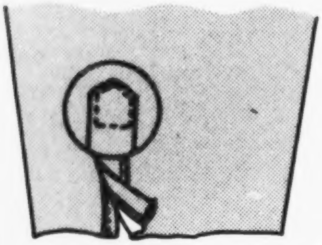
F. Fold wider side of placket on fold line with wrong sides of placket together; stitch pressed-under edge over seam from lower edge to dotted stitching line, keeping narrow edge of placket free (Figure F)

FIGURE F



G. Pin pointed edges of placket into position on sleeve; stitch close to pointed edges and along dotted line, through all thicknesses (Figure G)

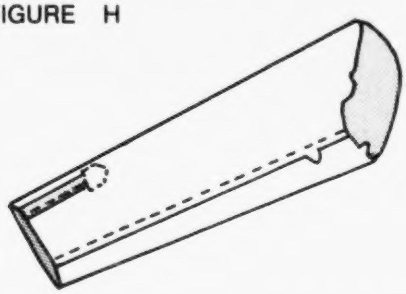
FIGURE G



SUPPLEMENT #2

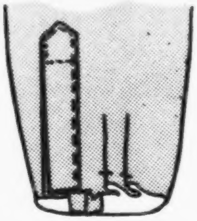
H. Stitch sleeve seam (Figure H)

FIGURE H



I. Make pleats in sleeve by bringing pleat lines together in the direction of arrows; baste pleats together (Figure I)

FIGURE I

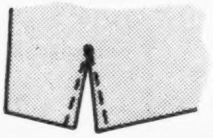


III. Procedure for attaching a continuous lap placket

A. Stitch along stitching lines at lower edge of sleeve; slash between stitching (Figure J)

(NOTE: Be very careful to cut only to the stitching line.)

FIGURE J



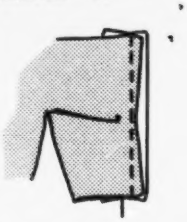
B. Cut a straight strip from garment fabric remnants for each sleeve, 1 to 1½ inches wide and 7 inches long

C. Stitch right side of strip to wrong side of slashed edge, placing stitching line in sleeve ¼ inch from edge of strip (See Figure K)

SUPPLEMENT #2

D. Stitch 1/4 inch from edge of strip (Figure K)

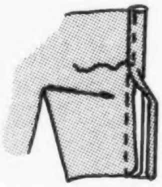
FIGURE K



E. Press strip out; press seam toward strip

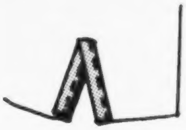
F. Press 1/4 inch on long raw edge of strip to wrong side; stitch pressed edge over seam (Figure L)

FIGURE L



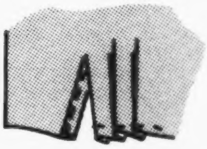
G. Press front edge to inside (Figure M)

FIGURE M



H. Make pleats in sleeve by bringing pleat lines together in the direction of arrows; baste pleats (Figure N)

FIGURE N

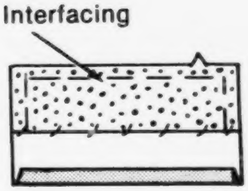


SUPPLEMENT #2

IV. Procedure for attaching cuff

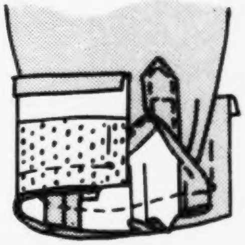
A. Press under 5/8 inch on long, unnotched edge of cuff; baste interfacing to wrong side of notched edge of cuff (Figure O)

FIGURE O



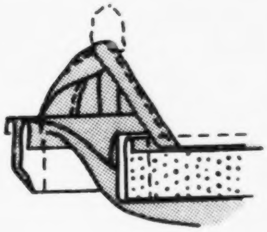
B. Pin cuff to sleeve, right sides together, matching notches and circles of opening edges; baste; stitch; grade seam allowances toward cuff (Figure P)

FIGURE P



C. Fold cuff on fold line, right sides together; stitch ends; cut corners diagonally; grade seam allowances (Figure Q)

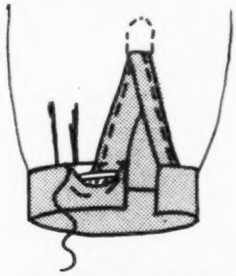
FIGURE Q



SUPPLEMENT #2

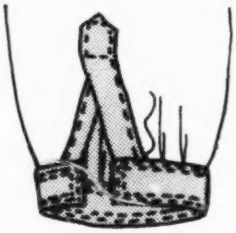
D. Turn right side out; hem edges over seam; press (Figure R)

FIGURE R



E. Top-stitch cuff (Figure S)

FIGURE S



CONSTRUCTION TECHNIQUES
UNIT V

SUPPLEMENT #3 — LININGS

NAME ____

Linings give a finished look to blazers, vests, skirts, and pants. A lining is like a second item of clothing on the inside of your garment. A firmly woven, slippery lining fabric will hold the garment in shape and will allow easy movement. The lining fabric should be long-wearing and have the same care requirements as the fashion fabric.

How to Line a Skirt

I. Materials and equipment

- A. Fabric for lining and skirt

  (NOTE: Cut front and back for lining and skirt the same.)

- B. Sewing machine
- C. Thread
- D. Interfacing
- E. Iron and ironing board
- F. Pins

II. Procedure

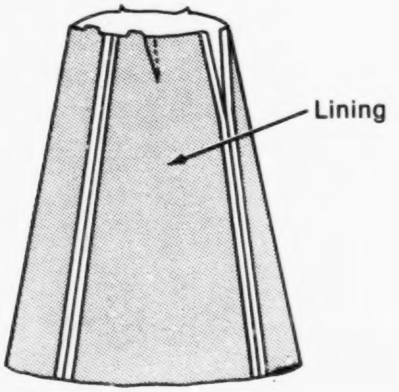
- A. Stitch side seams, darts, and zipper in skirt as indicated by the pattern guide sheet

SUPPLEMENT #3

B. Stitch lining following same directions as those used for stitching skirt, leaving opening where zipper in skirt will be attached to lining (Figure A)

(NOTE: If the zipper opening in the skirt is on the side, the opening for the zipper in the lining should be on the opposite side.)

FIGURE A



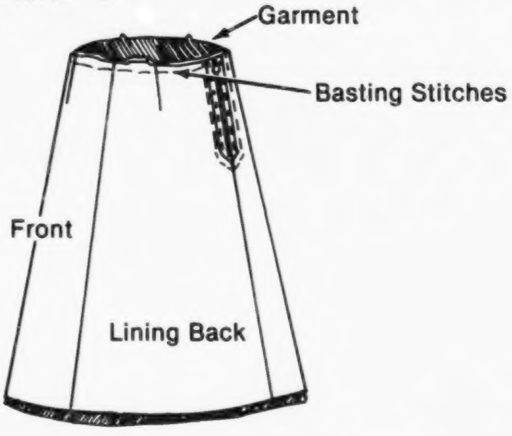
Stitched Lining

C. Press as indicated by the pattern guide sheet

D. Insert skirt lining into skirt, matching side seams and darts; baste lining and skirt together at waistline edge (Figure B)

(NOTE: Wrong side of the skirt and wrong side of the lining should be together.)

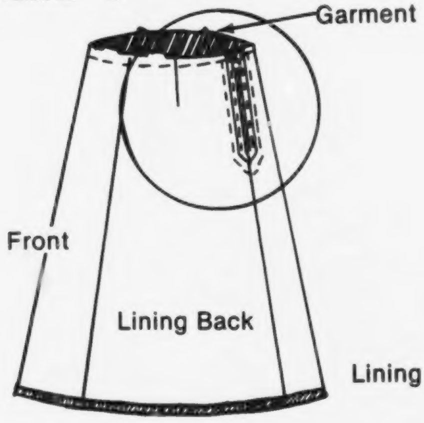
FIGURE B



SUPPLEMENT #3

E. Attach lining to zipper tape by slip-stitching open seam allowance of lining to zipper tape (Figure C)

FIGURE C


Garment
Front
Lining Back

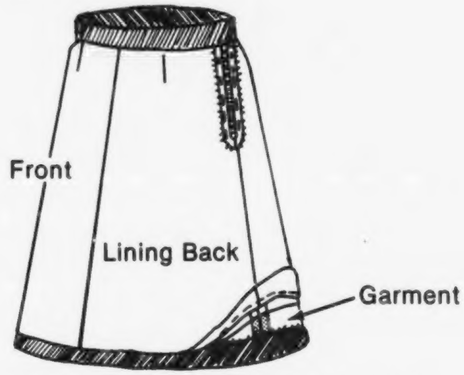
Lining Pinned to Garment

F. Attach interfaced waistband to skirt following instructions from pattern guide

G. Hem lining and skirt separately (Figure D)

(NOTE: When the skirt is finished, the lining should be shorter than the skirt itself. Use a short chain stitch to attach lining to the skirt.)

FIGURE D


Front
Lining Back
Garment

Finished Lining Hemmed Separately

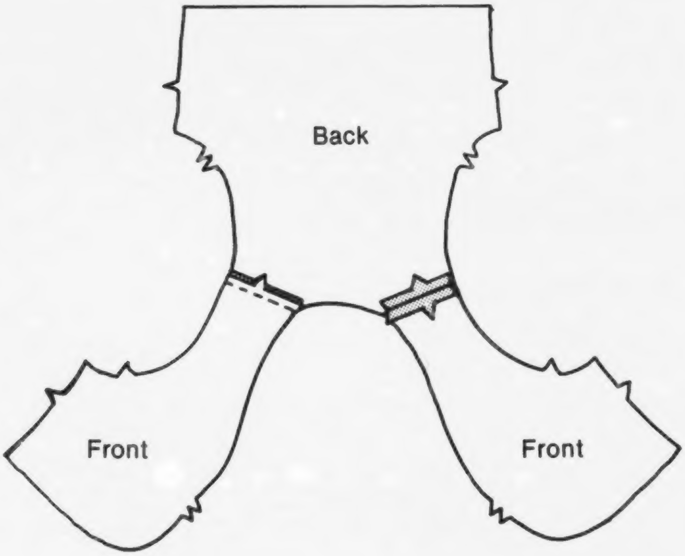
SUPPLEMENT #3

How to Line a Vest

- I. Materials and equipment
  - A. Fabric for lining and vest

    (NOTE: Cut front and back for lining and vest the same.)
  - B. Sewing machine
  - C. Thread
  - D. Interfacing
  - E. Iron and ironing board
  - F. Pins
- II. Procedure
  - A. Interface vest front
  - B. Stitch shoulder seams of vest and lining; press seams open (Figure E)

FIGURE E



SUPPLEMENT #3

C. Trim lining

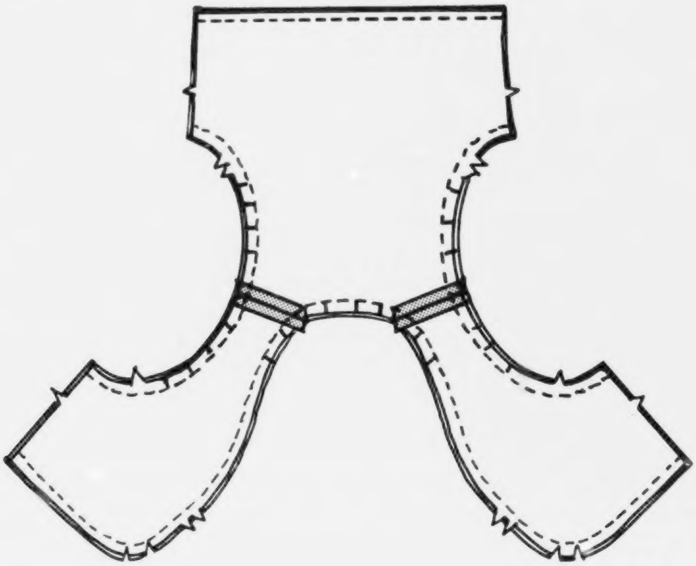
1. Trim 1/8 inch from front notches over the shoulder to the back notch
2. Trim 1/8 inch from lower hem of lining

   (NOTE: This will help lining roll slightly to the inside when vest is completed.)

D. Place fabric with right sides together; match all edges, pin, and stitch seams (Figure F)

(NOTE: Leave side seams open.)

FIGURE F

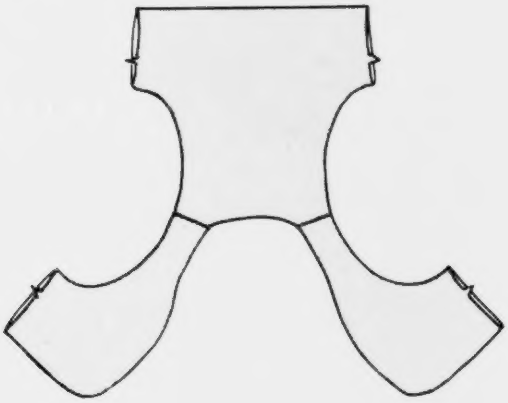


E. Trim and clip seams

SUPPLEMENT #3

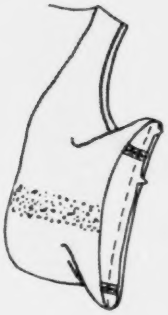
F. Turn vest by pulling front through shoulders and out one of the side openings; press (Figure G)

FIGURE G



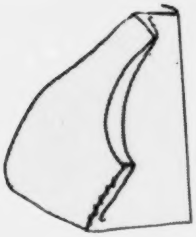
G. Stitch vest front to vest back at side seams, starting 2 inches above the armhole seam and ending 2 inches below seam at lower edge (Figure H)

FIGURE H



H. Turn in remaining seam allowances of lining and slip-stitch (Figure I)

FIGURE I



CONSTRUCTION TECHNIQUES
UNIT V

SUPPLEMENT #4 — POCKETS

NAME ____

Pockets, in addition to being useful, may add to the decorative design of an outfit. This emphasizes the importance of the attention given to their size, shape, and location. Knowing how to make the various styles of pockets with ease and accuracy will help you in creating many different designs.

I. Materials and equipment

   A. Garment and pocket piece

   B. Sewing machine

   C. Matching and contrasting thread

   D. Interfacing

   E. Pins

   F. Iron and ironing board

II. Procedure for square patch pocket

   (NOTE: This method is especially effective when matching plaids and stripes because the bottom of the pocket is held securely.)

   A. Mark the four corners for patch pocket placement on garment

      (NOTE: You may prefer to machine baste placement and shape of pocket into garment using contrasting thread.)

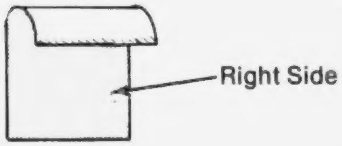
   B. Sew a seam finish on the top raw edge of the pocket (Figure A)

FIGURE A

SUPPLEMENT #4

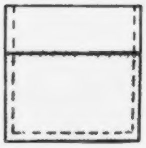
C. Fold upper facing to the right side of pocket on fold line (Figure B)

FIGURE B



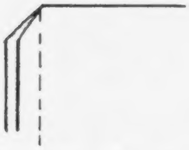
D. Sew $^5/_8$ inch around pocket (except on fold) to secure facing ends and mark turn line (Figure C)

FIGURE C



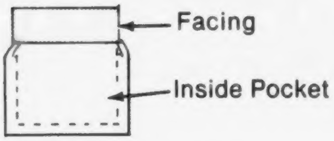
E. Trim corners and grade seams (Figure D)

FIGURE D



F. Turn right side of the facing out (Figure E)

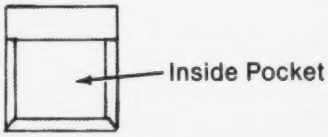
FIGURE E


Facing
Inside Pocket

G. Press seams flat if necessary

H. Fold in raw edges of pocket on turn line (Figure F)

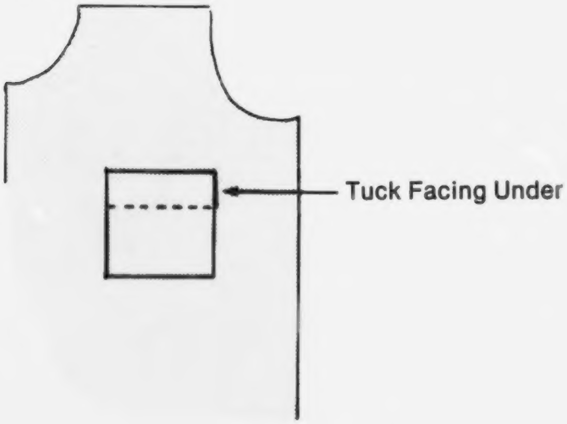
FIGURE F


Inside Pocket

SUPPLEMENT #4

I. Position pocket in proper place on garment; tuck facing under (Figure G)

FIGURE G

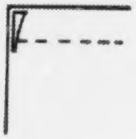


J. Reinforce upper left-hand corner using one of the following methods

(NOTE: Do not leave too much space between upper fold and reinforcement or pocket will easily catch and rip.)

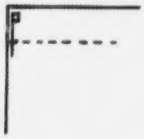
1. Sew small triangle (Figure H)

FIGURE H



2. Sew small square (Figure I)

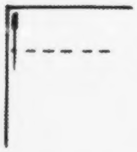
FIGURE I



SUPPLEMENT #4

3. Sew bar tack (Figure J)

FIGURE J



K. Continue sewing around pocket close to pocket edge, pivoting at corners

L. Reinforce upper right-hand corner to finish pocket

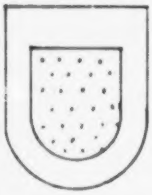
III. Procedure for rounded patch pocket

A. Mark top two corners for patch pocket placement on garment

B. Cut desired finished shape of pocket from iron-on interfacing

C. Press interfacing onto wrong side of pocket, centering it between seams and top facing (Figure K)

FIGURE K

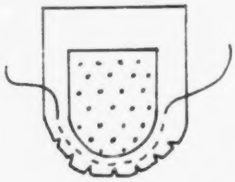


D. Baste around curve one-half way between interfacing and curved seam edge (See Figure L)

E. Notch curve to basting line (Figure L)

(NOTE: Do not clip basting thread.)

FIGURE L



SUPPLEMENT #4

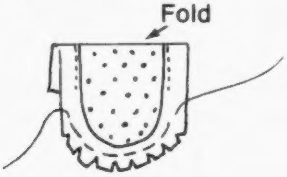
F. Sew seam finish on top raw edge of pocket

G. Fold upper facing to right side of pocket on fold line

(NOTE: Fold should be along the top edge of the interfacing.)

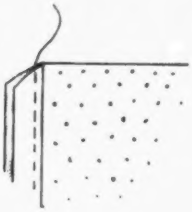
H. Sew facing ends to pocket just outside the edge of the interfacing (Figure M)

FIGURE M



I. Trim top corners and grade seams (Figure N)

FIGURE N



J. Turn right side of facing out

K. Pull up on basting thread so that seam draws up around curve

L. Press if necessary

M. Place top corners of pocket on garment markings

N. Tuck facing under so that it is not seen from the right side

O. Reinforce upper left-hand corner

(NOTE: Use one of the three methods below. Do not leave too much space between upper fold and reinforcement or pocket will easily catch and rip.)

1. Sew small triangle (See Figure H)
2. Sew small square (See Figure I)
3. Sew bar tack (See Figure J)

SUPPLEMENT #4

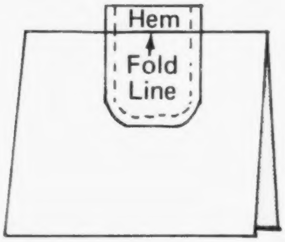
P. Continue sewing around pocket close to pocket edge, pivoting at corners

Q. Reinforce upper right-hand corner to finish pocket

IV. Procedure for self-lined pocket

A. Place pattern fold line along fabric fold with pattern hem extending (Figure O)

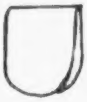
FIGURE O



B. Cut pocket

C. Fold pocket on fold line with right sides together (Figure P)

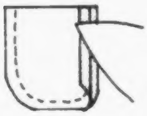
FIGURE P



D. Sew seam along raw edge

E. Press seam open, being careful around corners and curves (Figure Q)

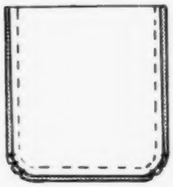
FIGURE Q



SUPPLEMENT #4

F. Clip corners, notch curves, and grade seams (Figure R)

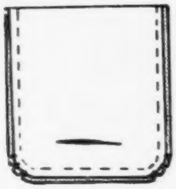
FIGURE R



G. Cut about a 1 ½ inch slit through one layer of fabric along bottom part of pocket at least 1 inch from stitching (Figure S)

(NOTE: You may wish to make a large buttonhole to turn pocket through. This would need to be made after step B.)

FIGURE S



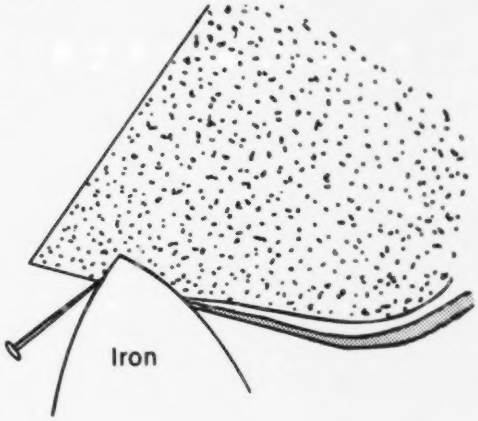
(CAUTION: Be careful not to cut through outer layer of pocket.)

H. Turn pocket through slit

(NOTE: Very loosely hand stitch slit closed. This will prevent raveling.)

I. Press pocket flat along seam line, using pin to pull seam out if necessary (Figure T)

FIGURE T



SUPPLEMENT #4

J. Pin pocket on marked garment area, slit side down

K. Topstitch pocket to garment, reinforcing top corners

V. Procedure for lined pocket

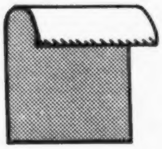
A. Cut lining, without the facing, using pocket pattern

(NOTE: Cut the lining 1/8 inch smaller than the outer pocket.)

B. Sew seam finish on top raw edge of pocket

C. Fold upper facing to right side of pocket on fold line indicated on pattern (Figure U)

FIGURE U

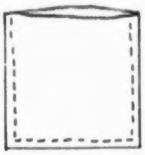


D. Place lining over right side of pocket, matching edges (Figure V)

FIGURE V

E. Sew seam around side and bottom edges of pocket (Figure W)

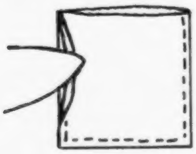
FIGURE W



SUPPLEMENT #4

F. Press seams open (Figure X)

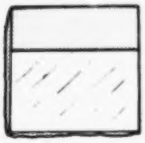
FIGURE X



G. Trim, grade, and clip seams

H. Turn pocket through open end of lining (Figure Y)

FIGURE Y



I. Tack pocket facing to lining if desired

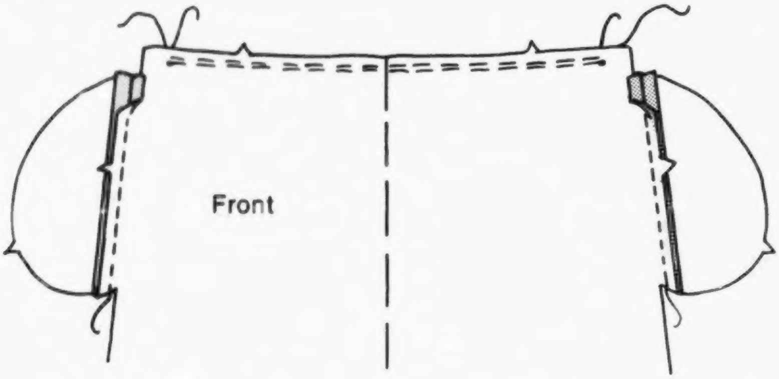
J. Sew pocket to garment

VII. Procedure for making side seam pockets

(NOTE: Mark all points as indicated by the pattern.)

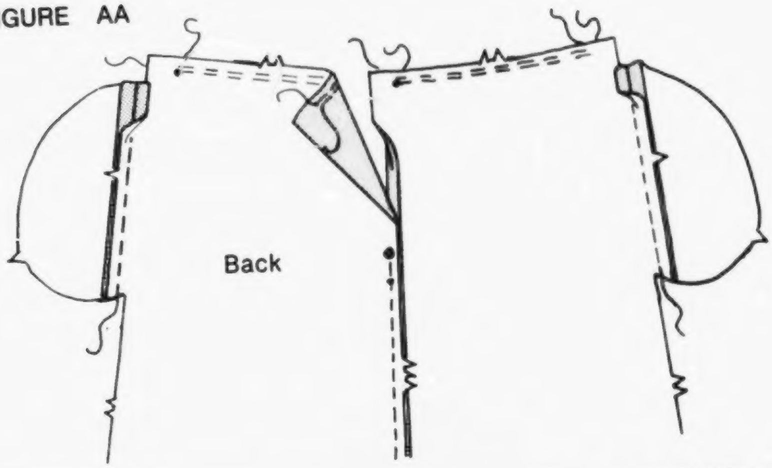
A. With right sides together and notches matching, stitch pockets to extensions on back and front of garment (Figures Z through BB)

FIGURE Z



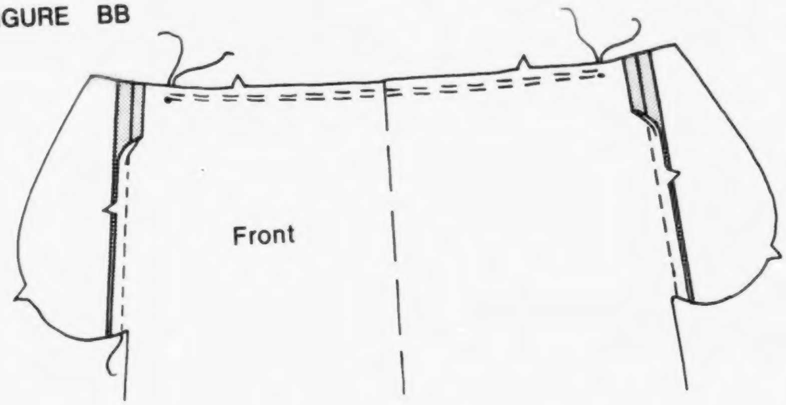
SUPPLEMENT #4

FIGURE AA



(NOTE: Some patterns show the pockets extending to the waistline. Most patterns can be altered to extend the pocket to the waistline if desired. See Figure BB.)

FIGURE BB

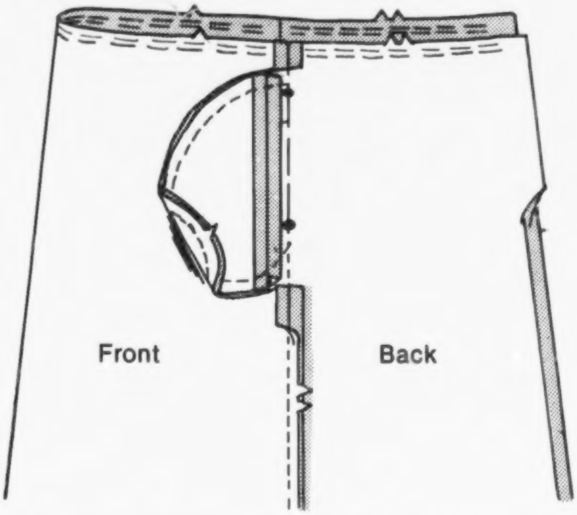


B. Press pocket seams open

SUPPLEMENT #4

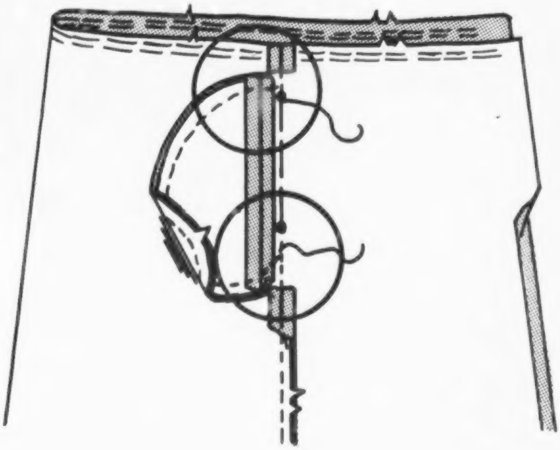
C. Stitch front and back of garment together (Figure CC)

FIGURE CC



D. Leave opening for pocket by stopping stitches between large dots. Clip back seam allowance above and below extension. (Figure DD)

FIGURE DD



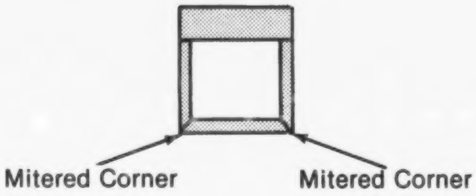
E. Stitch around pockets

CONSTRUCTION TECHNIQUES
UNIT V

SUPPLEMENT #5 — HOW TO MITER A CORNER

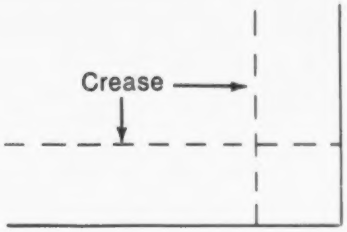
NAME ____

When making clothing or other sewing projects, having nice crisp corners is important. A technique called mitering the corners can give professional-looking results. Practice making mitered corners using a sheet of paper.

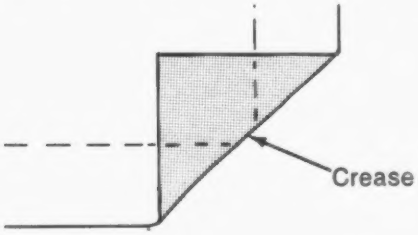


To miter a corner

A. Fold an equal width of fabric to inside along each edge of corner; crease

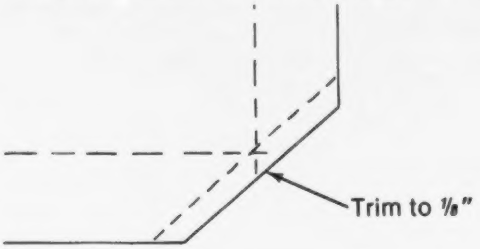


B. Fold corner to inside at point where edge creases intersect; crease

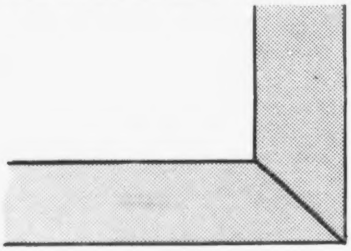


SUPPLEMENT #5

C. Trim corner within 1/8 inch of crease



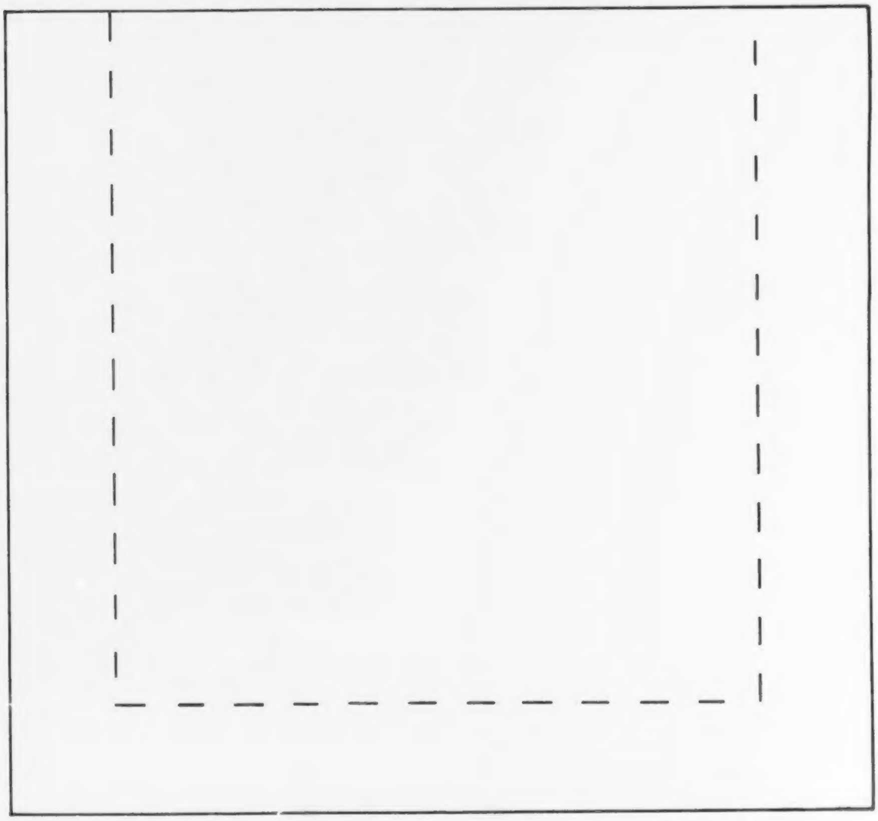
D. Fold diagonal, then edges along crease lines to complete mitered corner



Mitered Corner

SUPPLEMENT #5

For practice, cut out the pocket below and miter the corners.



CONSTRUCTION TECHNIQUES
UNIT V

INFORMATION SHEET

I. Terms and definitions

A. Roll line — Area along which garment part is to be turned to the outside

EXAMPLES: Lapel, collar

(NOTE: A well-made garment will have a roll line with minimum indication of a crease. Many people unknowingly press a crease into the roll line, which makes it lay flat rather than roll.)

B. Drag line — Pulled or taut area within garment indicating need for alteration

(NOTE: Drag line refers to fitting or construction problems.)

C. Interfacing — Woven or nonwoven material used inside certain garment parts to give body

D. Lining — Inside fabric of a garment that covers interior construction; usually a slick, firm, thin fabric

(NOTE: The lining may be knit or woven, depending upon its function.)

E. Facing — Piece of fabric that is sewn onto garment and folded inside to finish edge; sometimes a fold line is utilized rather than sewing on extra fabric (Figures 1 and 2)

(NOTE: Grain line of facing is almost always indentical to garment grain line.)

EXAMPLES:

FIGURE 1

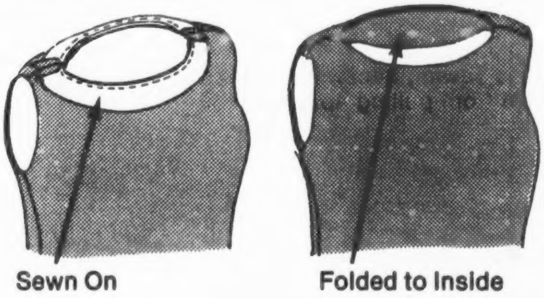
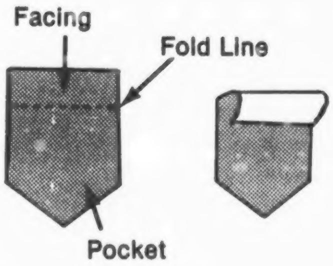


FIGURE 2



INFORMATION SHEET

F. Yard goods — Fabric that has not been cut into garment pieces

G. Finger pressing — Creasing fabric by running forefinger with pressure along a fold or seam line; used to save time consumed in pressing with an iron

H. Fashion fabric — Fabric used for the outside of the garment

I. Preshrink — Launder or dry clean fabric before cutting and sewing so that the size of a finished project will not change when it is cleaned

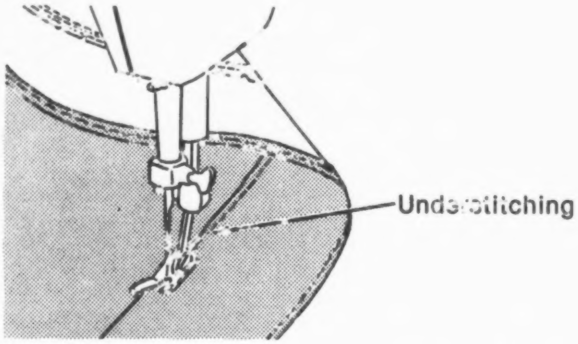
II. Construction techniques and their functions (Assignment Sheets #1 and #5)

A. Understitching — Helps edges lie flat and keeps facings from rolling to outside of garment (Figure 3)

(NOTE: Understitching is a row of machine stitching placed close to seam line on facing side that attaches the seam allowance to the facing. When understitching, press seam allowance toward the facing, then stitch close to the seam allowance through all thicknesses. This makes it easier to turn facing neatly to inside.)

EXAMPLE:

FIGURE 3



B. Backstitching/lock stitching — Keeps seams from coming apart or stitching from coming out (Figure 4)

(NOTE: Backstitching is sewing backward ½ inch at the beginnings and ends of seams to keep them from pulling apart.)

EXAMPLE:

FIGURE 4

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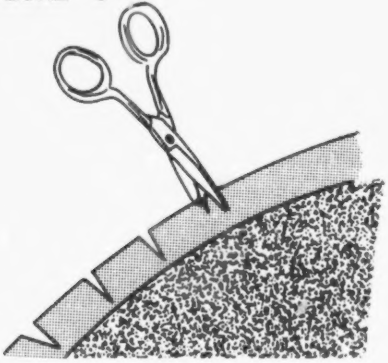
INFORMATION SHEET

C. Clipping — Helps seams lie flat and keeps seams from pulling or puckering on the outside (Figure 5)

(NOTE: Clipping is making cuts in seam allowance close to permanent stitching.)

EXAMPLE:

FIGURE 5

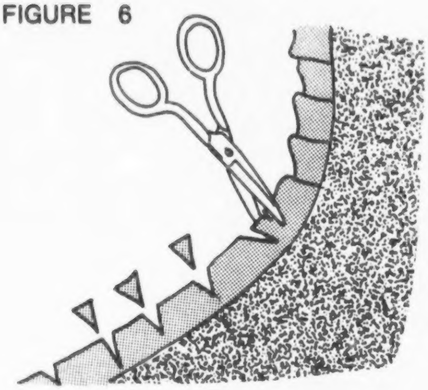


D. Notching — Helps remove ripples from seam allowances so they will lie flat (Figure 6)

(NOTE: Notching is the cutting of V-shaped wedges from the seam allowance to eliminate bulk.)

EXAMPLE:

FIGURE 6



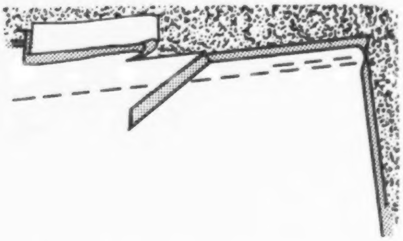
INFORMATION SHEET

E. Grading — Prevents abrupt layer difference on inside of garment; approves appearance of garment and prevents excess wear on thick seam areas (Figure 7)

(NOTE: Grading involves trimming the seam allowance evenly and then trimming one side of the seam allowance in half again. The wider seam allowance should be to the outside.)

EXAMPLE:

FIGURE 7

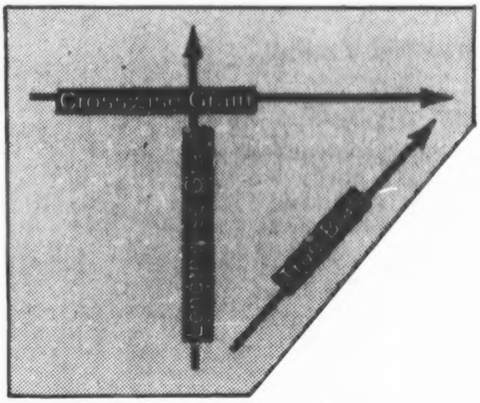


F. Cutting on bias — Helps give fabric stretch and a draping effect; allows fabric to absorb ease more effectively (Figure 8)

(NOTE: To cut on the bias, cut diagonally through the intersection of lengthwise and crosswise threads.)

EXAMPLE:

FIGURE 8



G. Stay-stitching — Helps stabilize curved or bias edges that may stretch

(NOTE: Stay-stitching is a row of stitching about 1/8 inch from the stitching line between stitching line and cutting line.)

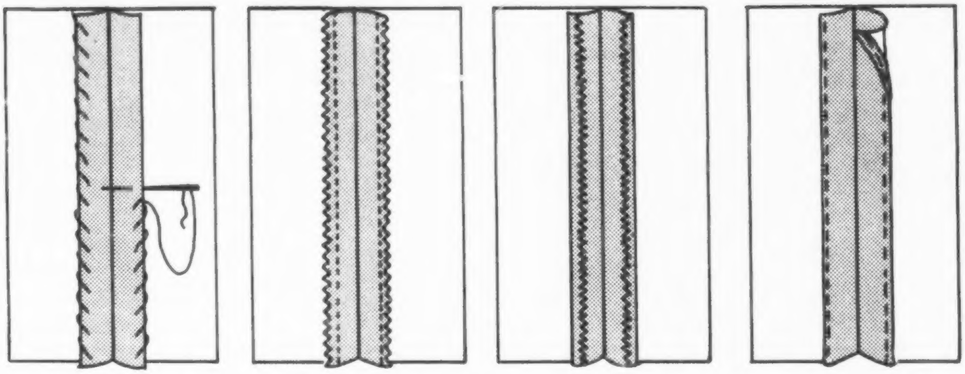
INFORMATION SHEET

H. Topstitching — Provides decoration; keeps edges flat and facings from rolling to right side

I. Finishing seams — Adds life to garment by preventing raveling (Figure 9)

EXAMPLE:

FIGURE 9



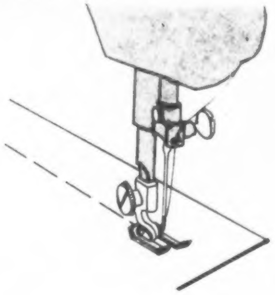
Hand Overcast Stitched and Pinked Zigzag Clean Finish

J. Baste/ease stitching — Used to hold seams, mark guidelines, and gather in fullness (Figure 10)

(NOTE: Basting or easing stitches are rows of stitching using the longest available stitch on the stitch regulator.)

EXAMPLE:

FIGURE 10



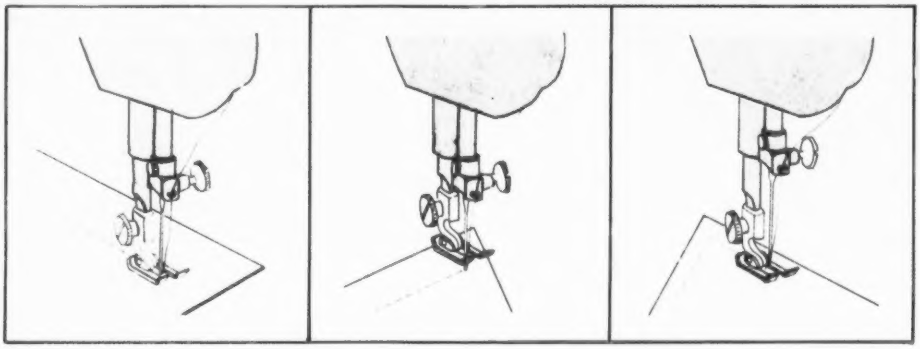
INFORMATION SHEET

K. Pivoting — Used for changing the direction of stitching (Figure 11)

(NOTE: Pivoting is a sewing technique that is performed by leaving the needle in the fabric, lifting the presser foot, turning the cloth the desired direction, lowering the presser foot, and then stitching in the new direction.)

EXAMPLE:

FIGURE 11

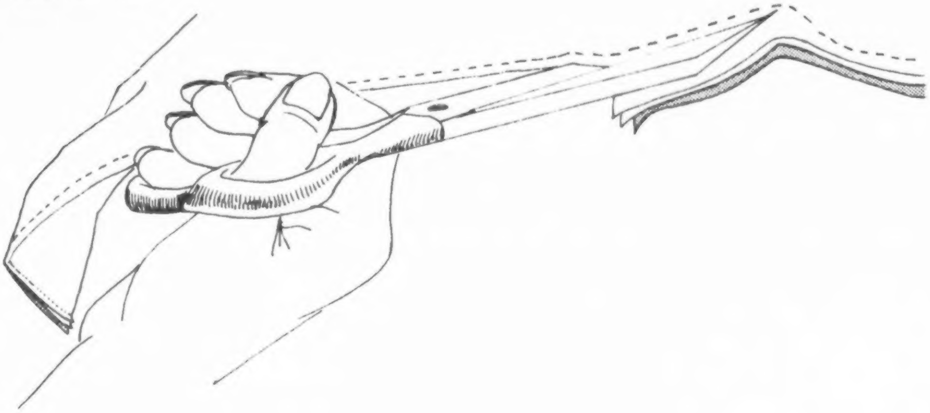


L. Beveling — Helps reduce bulk in seam allowances (Figure 12)

(NOTE: Beveling is a one-step method of grading seams by using shears at a slanting angle; shears are held horizontally, fairly flat, and close to fabric.)

EXAMPLE:

FIGURE 12



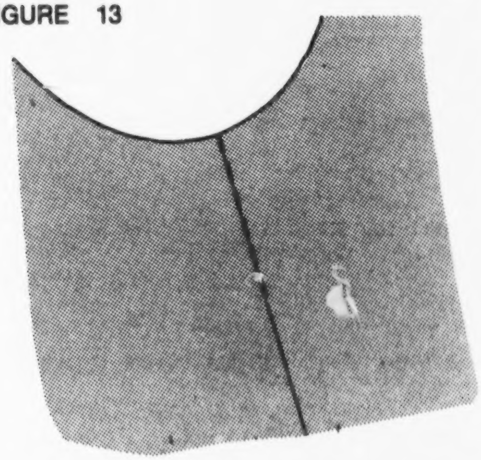
INFORMATION SHEET

M. Stitching in the ditch — Helps hold facings and other parts of the garment in place (Figure 13)

(NOTE: Stitching in the ditch refers to sewing in a seam on the outside of the garment to secure the facing or fabric underneath.)

EXAMPLE:

FIGURE 13



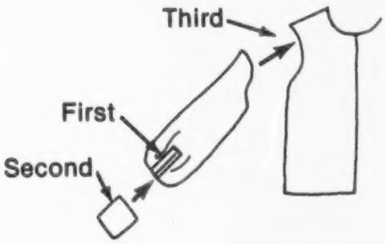
(NOTE: For illustration purposes the stitching line is much more visible in the above example than it should be in a garment.)

III. Unit construction process

A. Sew detail and small garment pieces to larger pieces before attaching to main garment (Figure 14)

EXAMPLE: Sew placket in cuff, sew cuff to sleeve, and sew sleeve to bodice

FIGURE 14



INFORMATION SHEET

(NOTE: Commercial pattern companies often suggest sewing larger pieces together first and then sewing on smaller pieces, for example, sewing in the sleeve and then attaching cuff. If these procedures are followed, you will be working with a lot of fabric at your sewing machine table. This tends to be cumbersome. Parts of the garment, such as sleeves and pockets, tend to fall off the sewing table during construction. A lot of resituating will be necessary if small pieces are attached in areas requiring precision. Evaluate each pattern guide sheet and make changes to ensure efficient time management and ease of work flow.)

B. Complete detail work on main garment before attaching other garment pieces

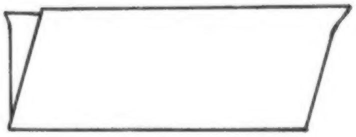
IV. Appearance of off-grain yard goods (Assignment Sheet #2)

(NOTE: When purchasing fabric, one should check the appearance of the grain. Many fabrics are off grain and cannot be straightened because of finishes, but unfinished natural fibers can be straightened. Professional pressing by dry cleaners, not coin-operated dry cleaning, can preshrink and straighten some fabrics for a minimum charge. Machine washable fabrics can be straightened and preshrunk by home laundry processes.)

A. Ends of fabric do not meet when fabric is folded flat lengthwise, with selvages together (Figure 15)

EXAMPLE:

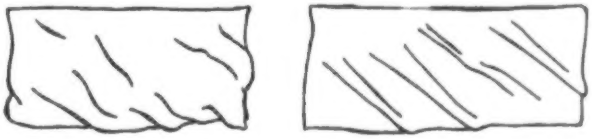
FIGURE 15



B. Bubbles and ridges are present throughout fabric when selvages and cut edges meet (Figure 16)

EXAMPLES:

FIGURE 16



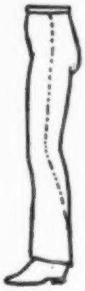
INFORMATION SHEET

V. Characteristics of garments cut off grain

A. Garment and seams twist around body (Figure 17)

EXAMPLE:

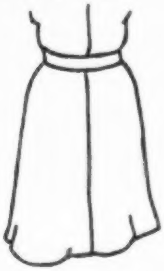
FIGURE 17



B. Portions of hems sag (Figure 18)

EXAMPLE:

FIGURE 18

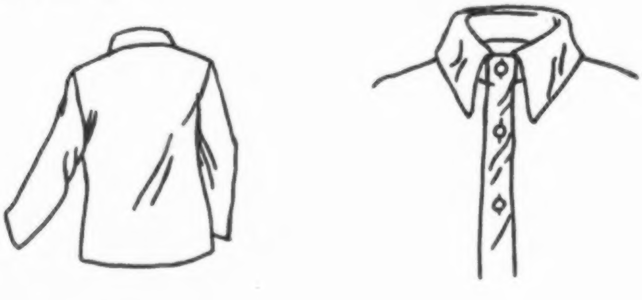


C. Fabric does not lie flat next to body or interfacing (Figure 19)

(NOTE: There may be soft diagonal ripples in places.)

EXAMPLES:

FIGURE 19



INFORMATION SHEET

D. Collars, lapels, and pocket flaps do not lie or roll correctly

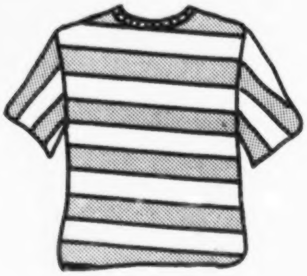
E. Jackets pull to one side when worn open

F. Pleats do not lie flat

G. Stripes do not run straight (Figure 20)

EXAMPLE:

FIGURE 20



VI. Time-saving techniques that may be incorporated into the cutting process (Assignment Sheet #4)

A. Use shears with long blades rather than scissors with short blades

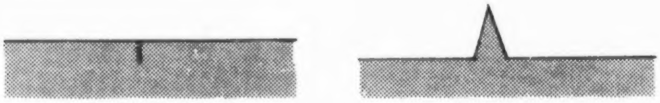
B. Make short clips in seam allowances instead of outward notches (Figure 21)

(NOTE: Use of clips may depend upon the width of seams and type of fabric.)

(CAUTION: Care should be taken not to cut too deeply into seam allowance. Make clips less than 1/4 inch.)

EXAMPLE:

FIGURE 21



Clip Notch

INFORMATION SHEET

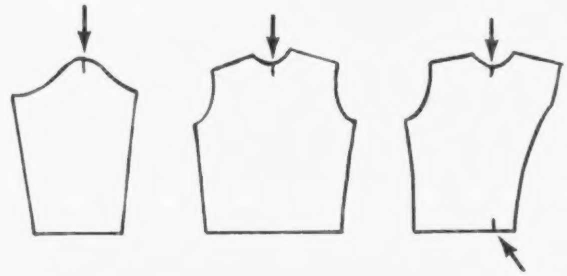
C. Mark shoulder seam placement on sleeve cap, center back, and center front with small clips (Figure 22)

(NOTE: Marking fabric in this manner may depend upon the width of the seams and type of fabric.)

(CAUTION: Care should be taken not to cut too deeply into seam allowance. Make clips less than ¼ inch.)

EXAMPLES:

FIGURE 22



D. Place straight-seamed pieces that will be sewn together on a fold with seam lines together if grain line allows (Figures 23 and 24)

(NOTE: This will eliminate the seam and seam allowance since the fold line becomes the seam line. Occasionally, a seam will be desirable for added support, such as on some front coat facing edges.)

EXAMPLES:

FIGURE 23

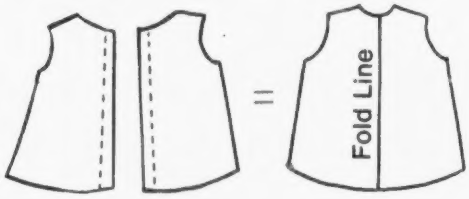
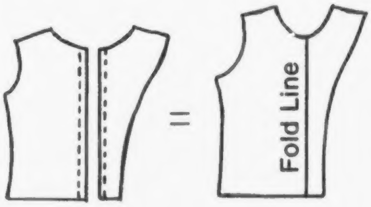


FIGURE 24



INFORMATION SHEET

VII. Functions of interfacing (Assignment Sheet #3)

(NOTE: There are various types of woven and nonwoven interfacing.)

A. To maintain shape

B. To maintain firmness and add body

C. To provide strength and reinforcement

D. To prevent stretching

E. To give crispness without bulk

VIII. Guidelines to use when selecting interfacing

(NOTE: Areas of garments which often require interfacing include collar and neck area; cuffs, waistbands and belts; pockets and flaps; hems on slacks; buttonholes and button areas; and pleat and vent areas.)

A. Use single layer of interfacing that is lighter than weight of fashion fabric

B. Use two layers of extremely light interfacing

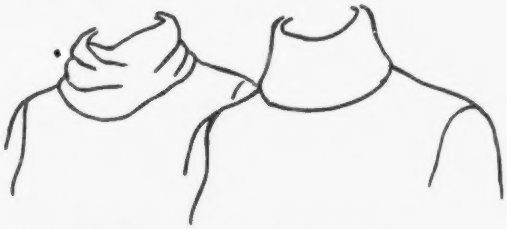
(NOTE: One layer is used on garment and the other is used on the facing. This provides a very pleasing effect if the correct weight is used.)

C. Choose weight of interfacing depending upon look and feel desired (Figure 25)

(NOTE: The collars below are identical except one has been interfaced and the other has not. Iron-on interfacing should not be used on the outside or top collar.)

EXAMPLE:

FIGURE 25



D. Use different weights of interfacing in single garment if needed

E. Choose interfacing that will adapt to the same cleaning procedures as the outer garment

INFORMATION SHEET

F. Avoid interfacing that is too heavy

(NOTE: Using too heavy interfacing is a common error of those who are inexperienced in sewing.)

G. Use stretchy interfacing only where stretch in the garment is appropriate

EXAMPLE: Use stretchy interfacing on a back yoke but not buttonholes.

IX. Practices that ensure professional-looking results (Assignment Sheet #6)

A. Press as you sew during construction

B. Have professional dry cleaner press when complete

C. Select notions carefully

(NOTE: Select notions that complement the garment and that are compatible with the fabric.)

EXAMPLES: Buttons, lace, topstitching thread

D. Sew hem of appropriate depth for the garment

E. Avoid drag line where hem is attached to garment

F. Choose interfacing of correct weight and type

G. Coordinate pattern and fabric

H. Clip, trim, grade, and understitch seams adequately

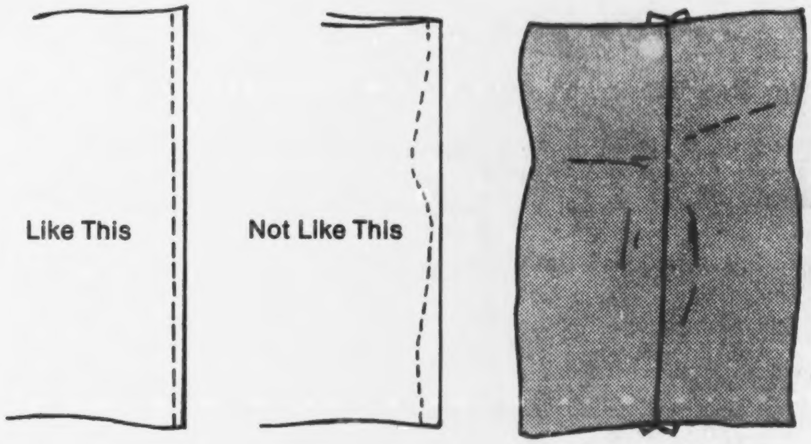
(NOTE: You may need to do these things even where the pattern guide does not suggest them.)

INFORMATION SHEET

I. Sew straight seams (Figure 26)

EXAMPLES:

FIGURE 26



(NOTE: The crookedness of the incorrect seam is exaggerated for purposes of illustration.)

J. Use adequate amount of interfacing

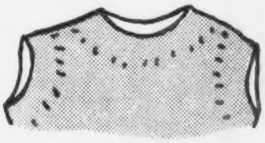
(NOTE: This does not mean using a heavy weight of interfacing. You may need to interface areas the pattern does not suggest interfacing.)

K. Avoid tacking total edge of facing to garment (Figure 27)

(NOTE: Stitch in the ditch at shoulder seams and other areas, and understitch around entire facing.)

EXAMPLE:

FIGURE 27



Incorrect

INFORMATION SHEET

L. Be creative and strive for individuality

(NOTE: Feel free to use different sleeve, collar, or pocket styles than pattern suggests.)

M. Use care to match plaids and figures

CONSTRUCTION TECHNIQUES
UNIT V

ASSIGNMENT SHEET #1 — SELECT PATTERN AND SUPPLIES NEEDED FOR SEWING PROJECT

NAME ______________________________ SCORE ______________

As with any other skill, the more you practice sewing the better you become. Your first attempts to create a garment for yourself may not produce exactly the results you would like. However, the more you work at it, the more satisfaction you will achieve.

A professional-looking garment is the result of many steps. Thoughtful selection, careful alteration of the pattern, accurate cutting and marking, and precise sewing and pressing will ensure a professional-looking garment.

PART I

For each project, while you are developing your clothing construction skills, choose a pattern that will reinforce and improve your sewing ability. Determine construction procedures that you have mastered in previous clothing projects by completing the following chart. For each construction procedure, place a check in the appropriate column. After project is finished, complete last column.

Construction Procedure	Can Do Well	Have Done Once	Have Not Done	Have Learned
Put in front fly zipper				
Put in single lap zipper				
Put in a centered zipper				
Set in sleeves				
Put in raglan sleeves				
Put on collar				
Put on cuffs				
Make buttonholes				
Sew on buttons				
Sew on snaps				
Sew on hooks and eyes				
Gather				
Put in pleats				

ASSIGNMENT SHEET #1

Construction Procedure	Can Do Well	Have Done Once	Have Not Done	Have Learned
Sew on patch pockets				
Sew in side seam pockets				
Put in elastic				
Put in drawstring				
Put in sleeve plackets				
Put on facing				
Topstitch				
Understitch				
Put in a yoke				
Make a belt				
Put on front shirt band				
Other				

ASSIGNMENT SHEET #1

PART II

Study the check sheet that you completed in Part I of this assignment sheet. Determine the construction procedures that should be included in your sewing project by completing the following exercise.

A. List the construction procedures that you need to include in your sewing project. Remember, these should be techniques that will reinforce and improve your sewing ability.

EXAMPLE: Sleeve placket

____

____

____

____

B. Look through a pattern book and select a pattern that has the construction procedures needed to improve your sewing ability. Keep in mind your wardrobe needs and figure type when selecting the pattern. Record the pattern number and company name.

Remember that patterns are your blueprints for cutting and stitching clothing and accessories. The large illustrated pattern book is your department store when you sew your own clothes. You look at pictures and drawings of garments instead of racks of clothing in a store. When buying patterns and fabric, you are spending your money before you try on the clothes, so choose carefully. Choose the design according to your likes and dislikes. Take your body measurements and determine your correct pattern size and figure type before you make your final selection. Buying the correct pattern for your size and figure type will help you produce a garment that fits well and looks great on you.

Pattern # ________________________

Pattern company ________________________

ASSIGNMENT SHEET #1

Part III

One of the many positive aspects of personal sewing is that it enables you to express your creativity. The following are just a few examples of ways in which this can be done.

- Adding a row of buttons
- Combining two or more patterns
- Cutting pattern pieces such as cuffs and yokes on the bias
- Adding unusually shaped pockets
- Adding rows of lace or trim
- Adding topstitching

Being creative allows you to use a favorite, well-fitting pattern many times without having the same look each time.

Describe creative changes that you are going to make in the pattern that you are using for your sewing project. On your own paper sketch or mount a picture of the view that you are going to construct and list specific changes that you are going to make.

Part IV

When shopping for your fabric, be very careful that it is appropriate for the design of your pattern. For example, you would not want to use denim for a dress that has a collar that drapes. Check the pattern envelope for suggested fabrics.

A. Make a list of all items needed for constructing your garment.

(NOTE: Compare the items listed with those items that are available to you at your home or in the home economics department.)

ASSIGNMENT SHEET #1

B. Take your list of needed items when you go to the store to make your purchases. List items purchased and their prices.

Item	Price
Total	

PART V

Once you have selected your pattern, take some time to study it. You can learn a lot from the pattern envelope, the guide sheet, and pattern pieces.

Answer the following questions to see how well you understand your pattern.

A. Which view are you making? ______________________________

B. What pattern pieces will you need for the view you have selected?

____

____

____

C. What areas need to be marked?

EXAMPLES: Pockets, zippers, etc.

____

____

____

____

D. How wide a hem is allowed? ______________________________

ASSIGNMENT SHEET #1

E. Which pieces are to be placed on the fold? ______________________________

____

F. Which pieces are to be placed on the straight grain? ______________________

____

G. Which pieces are to be placed on the bias? ______________________________

____

H. List pattern pieces in the order that you will be sewing them together using the unit construction process.

EXAMPLE: Stitch cuff to the sleeve and sleeve to the bodice

____

____

____

CONSTRUCTION TECHNIQUES
UNIT V

ASSIGNMENT SHEET #2 — DESCRIBE PROCEDURES FOR STRAIGHTENING GRAIN OF FABRIC

NAME ______________________________ SCORE ______________

Almost all fabrics are made from threads, usually by weaving. Weaving is the interlacing of horizontal and vertical threads. When this is done properly, the fabric is said to be on grain. If the fabric is off grain it will pucker when you try to fold it evenly in half. Off-grain fabrics can cause real disappointment. For example, a garment cut off grain might begin to hang or sag on one side, or side seams may twist their way toward the front or toward the back.

Describe in the space below any procedures that you used for straightening the grain of your fabric.

____

____

____

____

____

____

____

____

____

____

CONSTRUCTION TECHNIQUES
UNIT V

ASSIGNMENT SHEET #3 — ANALYZE NEED FOR INTERFACING

NAME ______________________________ SCORE ____________

Interfacing is placed between the facing and outer fabric. It gives body and shape to collars, lapels, necklines, cuffs, pocket flaps, and waistbands. It is often necessary to interface in more areas than your pattern suggests.

Analyze the need for interfacing in your garment by answering the following questions.

A. What type of interfacing did you purchase? ______________________________

____

Why did you purchase this type? ______________________________

____

B. What pattern pieces does your guide sheet recommend interfacing? ____________

____

____

C. What pieces other than those suggested by your guide sheet should be interfaced?

____

____

Why?____

____

CONSTRUCTION TECHNIQUES
UNIT V

ASSIGNMENT SHEET #4 — RECORD TIME-SAVING TECHNIQUES

NAME ______________________________ SCORE ______________

When determining whether home sewing is profitable, one must consider his or her time. In order to save time when sewing at home, one should incorporate time-saving techniques into methods of sewing.

As you progress in the construction of your garment, record any time-saving techniques that you use. These may be techniques that are discussed in the information sheet, special tools that you are using, or other techniques that you have developed on your own.

Time-Saving Techniques

CONSTRUCTION TECHNIQUES
UNIT V

ASSIGNMENT SHEET #5 — EVALUATE CONSTRUCTION TECHNIQUES USED IN MAKING GARMENT

NAME ______________________________ SCORE ______________

Throughout the process of making your garment, you will be using many construction techniques. Many of these will be quite easy to master, but others will take a little more practice.

Evaluate construction techniques that you used while making your garment. Place a check beside each technique that you used. Examine your garment very closely and answer the questions that follow.

Construction Techniques

____ Understitching

Do you think that your work needs improvement? ______________________

Explain your answer. ______________________

____

____

____ Backstitching/lock stitching

Do you think that your work needs improvement? ______________________

Explain your answer. ______________________

____

____

____ Clipping

Do you think that your work needs improvement? ______________________

Explain your answer. ______________________

____

____

ASSIGNMENT SHEET #5

____ Notching

Do you think that your work needs improvement? ____________________

Explain your answer. ____________________

____

____

____ Grading

Do you think that your work needs improvement? ____________________

Explain your answer. ____________________

____

____

____ Cutting on bias

Do you think that your work needs improvement? ____________________

Explain your answer. ____________________

____

____

____ Stay-stitching

Do you think that your work needs improvement? ____________________

Explain your answer. ____________________

____

____

____ Topstitching

Do you think that your work needs improvement? ____________________

Explain your answer. ____________________

____

____

ASSIGNMENT SHEET #5

____ Finishing seams

Do you think that your work needs improvement? ______________________

Explain your answer. ______________________

____

____

____ Baste/ease stitching

Do you think that your work needs improvement? ______________________

Explain your answer. ______________________

____

____

____ Pivoting

Do you think that your work needs improvement? ______________________

Explain your answer. ______________________

____

____

____ Beveling

Do you think that your work needs improvement? ______________________

Explain your answer. ______________________

____

____

____ Stitching in the ditch

Do you think that your work needs improvement? ______________________

Explain your answer. ______________________

____

____

CONSTRUCTION TECHNIQUES
UNIT V

ASSIGNMENT SHEET #6 — EVALUATE PRACTICES FOR ENSURING PROFESSIONAL-LOOKING RESULTS

NAME ____________________ SCORE ____________

When doing personal home sewing, the end product should look professionally constructed. The mark of success is to have a garment that looks like a quality ready-to-wear garment.

Analyze practices for ensuring professional-looking results by completing the following checklist. Respond to checklist regarding your project.

PROFESSIONAL PRACTICES	YES	NO
A. Had garment pressed professionally at dry cleaners		
B. Selected notions carefully		
C. Sewed hem of appropriate depth for garment		
D. Chose interfacing of correct weight and type		
E. Used adequate amount of interfacing		
F. Coordinated pattern and fabric		
G. Clipped, trimmed, graded, and understitched seams adequately		
H. Avoided tacking total facing edges to garment		
I. Was creative and strove for individuality		

Give reason for checking "NO" beside any of the practices. ____________________

____

____

____

____

CONSTRUCTION TECHNIQUES
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4 — Completed to the satisfaction of the instructor

Assignment Sheet #5 — Completed to the satisfaction of the instructor

Assignment Sheet #6 — Completed to the satisfaction of the instructor

CONSTRUCTION TECHNIQUES
UNIT V

TEST

NAME ________________________________ SCORE ______________

1. Identify terms associated with construction techniques by matching them to their correct definitions. Write the correct numbers in the blanks. Some answers will not be used.

_____a. Area along which garment part is to be turned to the outside

_____b. Pulled or taut area within garment indicating need for alteration

_____c. Inside fabric of a garment that covers interior construction; usually a slick, firm, thin fabric

_____d. Woven or nonwoven material used inside certain garment parts to give body

_____e. Piece of fabric that is sewn onto garment and folded inside to finish edge; sometimes a fold line is utilized rather than sewing on extra fabric

_____f. Fabric that has not been cut into garment pieces

_____g. Creasing fabric by running forefinger with pressure along a fold or seam line; used to save time consumed in pressing with an iron

_____h. Launder or dry clean fabric before cutting and sewing so that the size of a finished project will not change when it is cleaned

_____i. Fabric used for the outside of the garment

1. Bevel
2. Interfacing
3. Lining
4. Drag line
5. Facing
6. Fashion fabric
7. Finger pressing
8. Yard goods
9. Preshrink
10. Pivot
11. Roll line

2. Identify construction techniques by matching them to their functions. Write the correct numbers in the blanks. Techniques and functions are continued on the next page.

_____a. Prevents abrupt layer difference on inside of garment; approves appearance of garment and prevents excess wear on thick seam areas

_____b. Helps remove ripples from seam allowances so they will lie flat

_____c. Helps edges lie flat and keeps facings from rolling to outside of garment

1. Understitching
2. Clipping
3. Backstitching/lock stitching

TEST

______d. Helps seams lie flat and keeps seams from pulling or puckering on the outside

______e. Keeps seams from coming apart or stitching from coming out

______f. Adds life to garment by preventing raveling

______g. Provides decoration; keeps edges flat and facings from rolling to right side

______h. Helps stabilize curved or bias edges that may stretch

______i. Helps give fabric stretch and a draping effect; allows fabric to absorb ease more effectively

______j. Used to hold seams, mark guidelines, and gather in fullness

______k. Helps hold facings and other parts of the garment in place

______l. Helps reduce bulk in seam allowances

______m. Used for changing the direction of stitching

4. Grading
5. Notching
6. Finishing seams
7. Cutting on bias
8. Stay-stitching
9. Topstitching
10. Pivoting
11. Baste/ease stitching
12. Beveling
13. Stitching in the ditch

3. Describe the unit construction process.

____

____

____

____

4. Describe the appearance of off-grain yard goods.

____

____

____

____

TEST

5. Identify characteristics of garments cut off grain. Write an "X" in the blank before each correct answer.

_____a. Garments have a crisp look

_____b. Garments are easy to iron or press

_____c. Garment and seams twist around body

_____d. Portions of hems sag

_____e. Fabric does not lie flat next to body or interfacing

_____f. Hems on garment are even

_____g. Collars, lapels, and pocket flaps do not lie or roll correctly

_____h. Jackets pull to one side when worn open

_____i. Garment has a balanced look

_____j. Pleats do not lie flat

_____k. Stripes do not run straight

6. Identify time-saving techniques that may be incorporated into the cutting process. Write an "X" in the blank before each correct answer.

_____a. Use shears with long blades rather than scissors with short blades

_____b. Cut single thickness of fabric for each pattern piece

_____c. Allow pins to extend into cutting line

_____d. Make short clips in seam allowances instead of outward notches

_____e. Mark shoulder seam placement on sleeve cap, center back, and center front with small clips

_____f. Use pinking shears for cutting the entire garment

_____g. Place straight-seamed pieces that will be sewn together on a fold with seam lines together if grain line allows

TEST

7. List functions of interfacing.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

8. Identify guidelines to use when selecting interfacing. Write an "X" in the blank before each correct answer.

_____a. Use single layer of interfacing that is lighter than weight of fashion fabric

_____b. Use two layers of extremely light interfacing

_____c. Purchase dark colored interfacing when using light colored fabric

_____d. Interface only the sections of the pattern that are indicated by the guidesheet

_____e. Choose weight of interfacing depending upon look and feel desired

_____f. Use different weights of interfacing in single garment if needed

_____g. Use one type of interfacing for all garments

_____h. Choose interfacing that will adapt to the same cleaning procedures as the outer garment

_____i. Avoid interfacing that is too heavy

_____j. Use stretchy interfacing only where stretch in the garment is appropriate

TEST

9. State six practices that ensure professional-looking results.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

(NOTE: Test questions 10 through 15 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

10. Select pattern and supplies needed for sewing project.

11. Describe procedures for straightening grain of fabric.

12. Analyze need for interfacing.

13. Record time-saving techniques.

14. Evaluate construction techniques used in making garment.

15. Evaluate practices for ensuring professional-looking results.

CONSTRUCTION TECHNIQUES
UNIT V

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning situation. The point total is 200.)

1. (18 points)
   a. 11
   b. 4
   c. 3
   d. 2
   e. 5
   f. 8
   g. 7
   h. 9
   i. 6

2. (26 points)
   a. 4
   b. 5
   c. 1
   d. 2
   e. 3
   f. 6
   g. 9
   h. 8
   i. 7
   j. 11
   k. 13
   l. 12
   m. 10

3. (6 points)
   Description should include the following
   a. Sew detail and small garment pieces to larger pieces before attaching to main garment
   b. Complete detail work on main garment before attaching other garment pieces

4. (6 points)
   Description should include the following
   a. Ends of fabric do not meet when fabric is folded flat lengthwise, with selvages together
   b. Bubbles and ridges are present throughout fabric when selvages and cut edges meet

5. (22 points)
   c, d, e, g, h, j, k

6. (14 points)
   a, d, e, g

7. (5 points)
   a. To maintain shape
   b. To maintain firmness and add body
   c. To provide strength and reinforcement
   d. To prevent stretching
   e. To give crispness without bulk

8. (20 points)
   a, b, e, f, h, i, j

ANSWERS TO TEST

9. (18 points)
   Answer should include any six of the following
   a. Press as you sew during construction
   b. Have professional dry cleaner press when complete
   c. Select notions carefully
   d. Sew hem of appropriate depth for the garment
   e. Avoid drag line where hem is attached to garment
   f. Choose interfacing of correct weight and type
   g. Coordinate pattern and fabric
   h. Clip, trim, grade, and understitch seams adequately
   i. Sew straight seams
   j. Use adequate amount of interfacing
   k. Avoid tacking total edge of facing to garment
   l. Be creative and strive for individuality
   m. Use care to match plaids and figures

10. Evaluated to the satisfaction of the instructor (25 points)

11. Evaluated to the satisfaction of the instructor (7 points)

12. Evaluated to the satisfaction of the instructor (7 points)

13. Evaluated to the satisfaction of the instructor (6 points)

14. Evaluated to the satisfaction of the instructor (13 points)

15. Evaluated to the satisfaction of the instructor (7 points)

ALTERING READY-TO-WEAR
UNIT VI

UNIT OBJECTIVE

After completing this unit the student should be able to do basic alterations on ready-to-wear clothing. This knowledge will be shown by completing assignment sheet, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with altering ready-to-wear to their correct definitions.
2. Identify indications of needed alterations and their causes.
3. State general rules to follow when altering ready-to-wear.
4. Identify industrial construction methods that interfere with alterations.
5. List ways to mark adjustment lines.
6. Examine a garment for alterations.
7. Demonstrate the ability to
    a. Adjust waist of skirt.
    b. Adjust waist of slacks at center back.
    c. Taper shirt.
    d. Shorten long sleeves to short sleeves.
    e. Hem slacks.
    f. Shorten crotch of slacks.
    g. Shorten long shirt sleeves at cuff area.

ALTERING READY-TO-WEAR
UNIT VI

SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

  C. Supplements

    1. Supplement #1 — Interview a Person Who Does Alterations

    2. Supplement #2 — Common Alteration Problems and Solutions

    3. Supplement #3 — Measuring Slacks for Hemming

  D. Information sheet

  E. Assignment Sheet #1 — Examine a Garment for Alterations

  F. Answers to assignment sheets

  G. Job sheets

    1. Job Sheet #1 — Adjust Waist of Skirt

    2. Job Sheet #2 — Adjust Waist of Slacks at Center Back

    3. Job Sheet #3 — Taper Shirt

    4. Job Sheet #4 — Shorten Long Sleeves to Short Sleeves

    5. Job Sheet #5 — Hem Slacks

    6. Job Sheet #6 — Shorten Crotch of Slacks

    7. Job Sheet #7 — Shorten Long Shirt Sleeves at Cuff Area

  H. Test

  I. Answers to test

II. Instructor's guide

  A. Order materials to supplement unit.

    1. Book — Oblander, Ruth. *The Sew/Fit Manual.* Lombard, Illinois: Sew/Fit Company, Inc. 1978.

SUGGESTED ACTIVITIES

2. Extension fact sheets

   a. CLO 1002M "Here's to Hems"

   b. T-1331 "Hems and Finishes"

   (NOTE: These fact sheets may be obtained by contacting your county's Oklahoma State University Cooperative Extension Home Economist.)

3. Videotapes

   a. *Determining When Ready-to-Wear Needs to Be Altered*

   b. *Adjust Waist of Skirt*

   c. *Taper Shirt*

   d. *Shorten Long Sleeves to Short Sleeves*

   e. *Hem Slacks*

   f. *Shorten Crotch of Slacks*

   g. *Shorten Long Shirt Sleeves at Cuff Area*

   (NOTE: These color videotapes are available for purchase from State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.)

B. Provide students with objective sheet.

C. Discuss unit and specific objectives. Introduce unit by impressing upon the students that altering their clothes for a proper fit does not have to be difficult. Use Information Sheet, Sections I and II, and Supplement #1.

SUGGESTIONS:

- Have students examine the clothes that they are wearing for needed alterations.

  EXAMPLE: Slacks that are too long or too short

- Have students bring to class clothing items that they have purchased but do not wear because they do not fit well.
- Ask a student to model an outfit for the class that needs very minor or basic alterations. Point out to the class the needed alterations.
- Discuss terms and definitions. When possible show students examples or demonstrate techniques.

SUGGESTED ACTIVITIES

- Share information with students concerning the salary range they could expect to make by doing alterations.
- Allow students to go on a field trip to an alteration shop. Give them the opportunity to complete Supplement #1 at this time.

D. Discuss information sheet, assignment sheet, and job sheets.

1. Discuss general rules to follow when altering ready-to-wear, industrial construction methods that interfere with alterations, common alteration problems and their solutions, and ways to mark adjustment lines. Use Information Sheet, Sections III, IV, V, and VI, and Assignment Sheet #1.

   SUGGESTIONS:

   - Show students videotape *Determining When Ready-to-Wear Needs to Be Altered.*
   - Show students garments that could be altered. Point out the industrial construction features that could prevent the garment from being altered.
   - Provide students with garments as they are completing Assignment Sheet #1. Also provide students with the usual charges for doing certain alterations.
   - Ask a student to volunteer to model a garment that needs altering. Demonstrate proper marking techniques to the students using safety pins, straight pins, and chalk.

2. Demonstrate basic alteration techniques. Use Job Sheets #1 through #7. Allow students to view videotapes *Adjust Waist of Skirt, Taper Shirt, Shorten Long Sleeves to Short Sleeves, Hem Slacks, Shorten Crotch of Slacks,* and *Shorten Long Shirt Sleeves at Cuff Area.*

   SUGGESTIONS:

   - Discuss with students the importance of having an organized work area.
   - Review with students "Basic Sewing Techniques" from *Home Economics I: Basic Core,* Job Sheet #10, (p. HE I - 167 - D) when completing Job Sheet #4.
   - Ask students to bring garments from home for completing job sheets.

     (NOTE: If possible, have students complete alterations on clothing items that are part of their or their family's wardrobe. This will help impress upon the students that their sewing skills can save money and increase their wardrobe.)

SUGGESTED ACTIVITIES

- For demonstrating job sheets, seek donations of unwanted clothing.

  EXAMPLE: Someone who has recently had a garage sale may have leftover items that they might be willing to donate.

- Have students select and complete a minimum of two job sheets.

E. Give test.

F. Reteach and retest if necessary.

III. Unit references

A. Brinkley, Jeanne. *Altering Ready-to-Wear Fashions.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

B. Truitt, Debbie. *Custom Sewing.* Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

ALTERING READY-TO-WEAR
UNIT VI

SUPPLEMENT #1 — INTERVIEW A PERSON WHO DOES ALTERATIONS

NAME ______________________________

An alterer is a person who can make needed changes so a garment will fit properly. These alterations may range from a very involved process to simply shortening a skirt.

Interview a person who does alterations to find out more about his or her work. Use the following questions as a guide.

A. Name of person being interviewed. ______________________________

B. Where did you get your training? ______________________________

____

____

C. How many years have you worked as an alterer? ______________________________

D. What are your working hours? ______________________________

E. What type of alterations are you willing to do? ______________________________

____

____

____

F. Who are your customers? ______________________________

____

____

G. What variables affect the salary one could make as an alterer? ______________________________

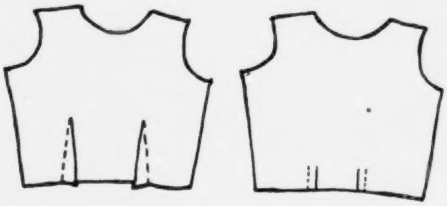
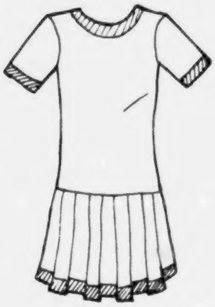
____

ALTERING READY-TO-WEAR
UNIT VI

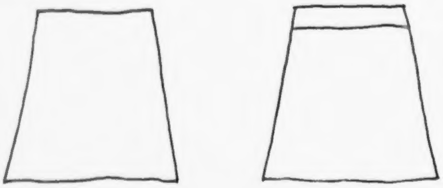
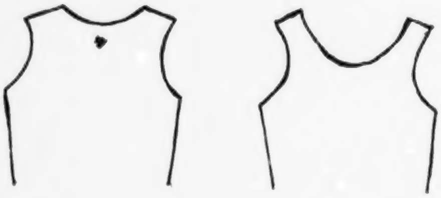
SUPPLEMENT #2 — COMMON ALTERATION PROBLEMS AND SOLUTIONS

NAME ____________________________________

Being able to alter a garment for fit or for repairs can be a budget-stretching procedure.

PROBLEM	**SOLUTION**
Collars or cuffs worn or stained	Turn underside of collar or cuff to topside (NOTE: Check for stays in collar points which often prevent collar from being turned.)
Garment too tight around diaphragm	Change darts to tucks 
Skirt too short	Add band to skirt hem (NOTE: Adding bands elsewhere will help carry through design.) 

SUPPLEMENT #2

PROBLEM	**SOLUTION**
Skirt too short (continued)	Add yoke to top of skirt (NOTE: When using this method the skirt should be worn with an overblouse.) 
Rips and holes	Attach pockets Apply applique Reweave Change seamline 
Former hemline crease	Sew decorative stitching, ribbon, or tape over crease (NOTE: White vinegar and a hot iron on the crease may remove former hemline crease.)

ALTERING READY-TO-WEAR
UNIT VI

SUPPLEMENT #3 — MEASURING SLACKS FOR HEMMING

NAME ____

Often it is difficult to measure slacks legs evenly for hemming because a person's legs may not be the same length. The following procedures will assure that each slacks leg is the correct length.

I. Equipment

   A. Slacks needing hemming

   B. Twelve-inch ruler

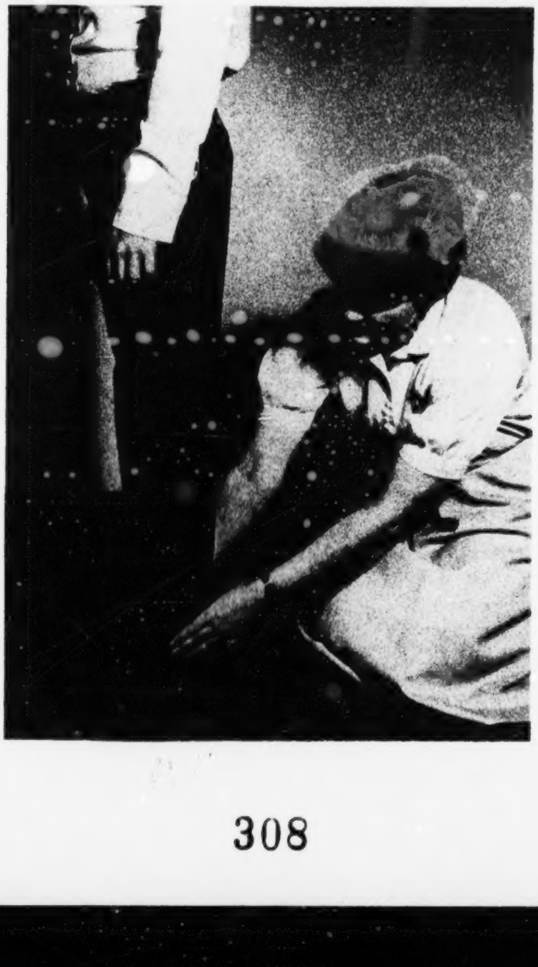
   C. Chalk

   D. Pins

II. Procedure

   A. Have person put on slacks and stand on hard surface (Figure A)

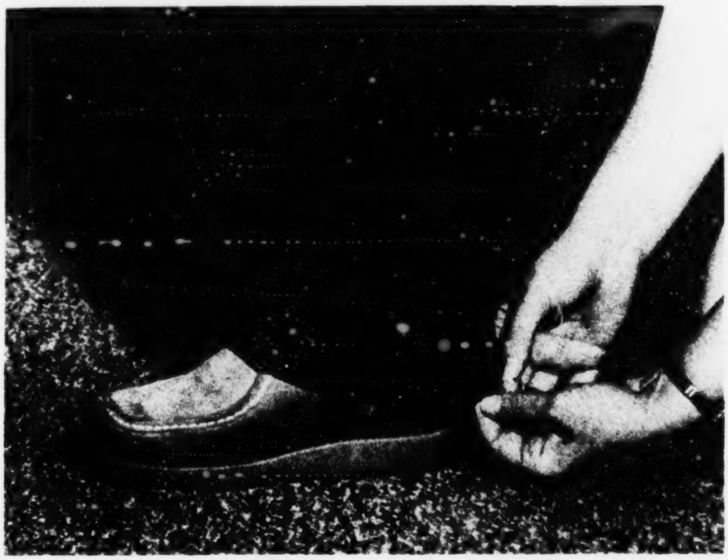
FIGURE A



SUPPLEMENT #3

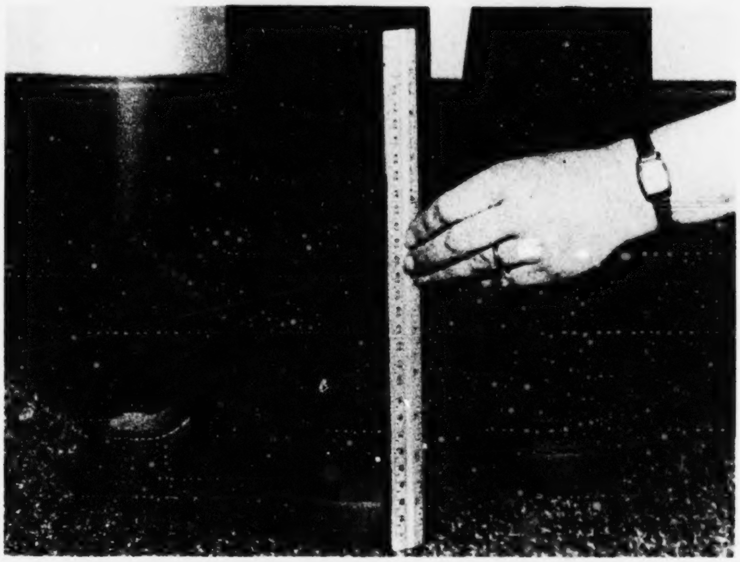
B. Mark finished length for left leg according to person's wishes (Figure B)

FIGURE B



C. Place ruler vertically on floor at mid-calf of person being measured (Figure C)

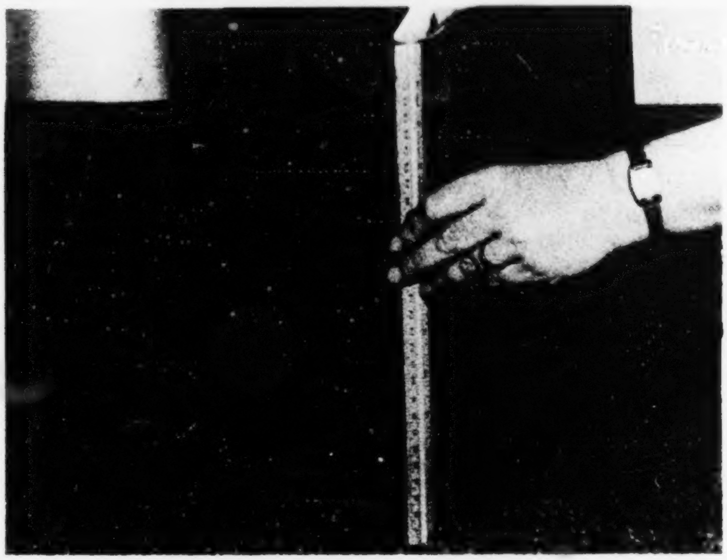
FIGURE C



SUPPLEMENT #3

D. Mark with chalk at the top of the ruler at the back, side, and inseam of each leg (Figure D)

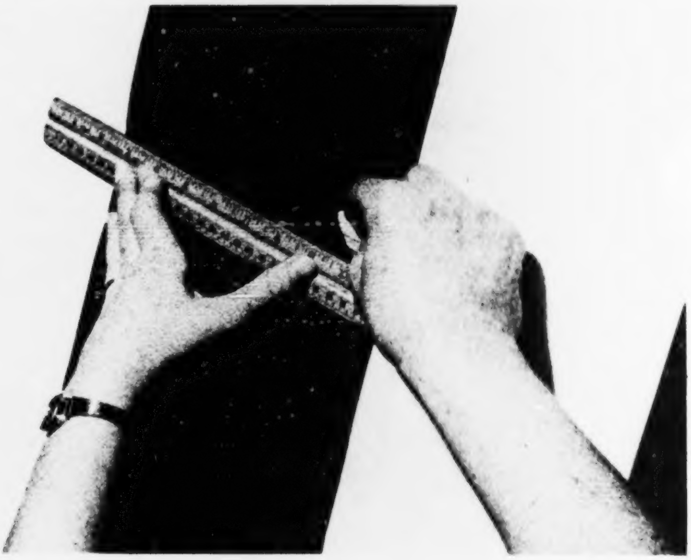
FIGURE D



E. Have person remove slacks

F. Lay slacks on table; using the back and side marks as guides, mark center front of both legs (Figure E)

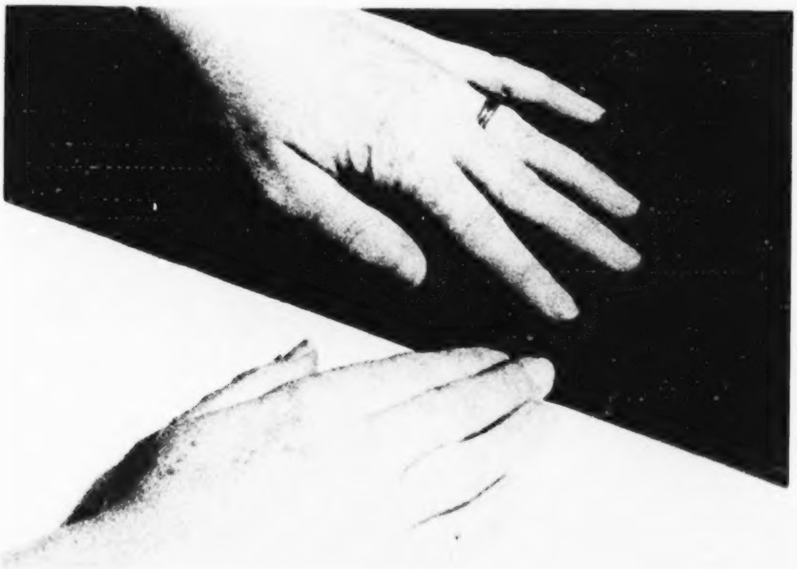
FIGURE E



SUPPLEMENT #3

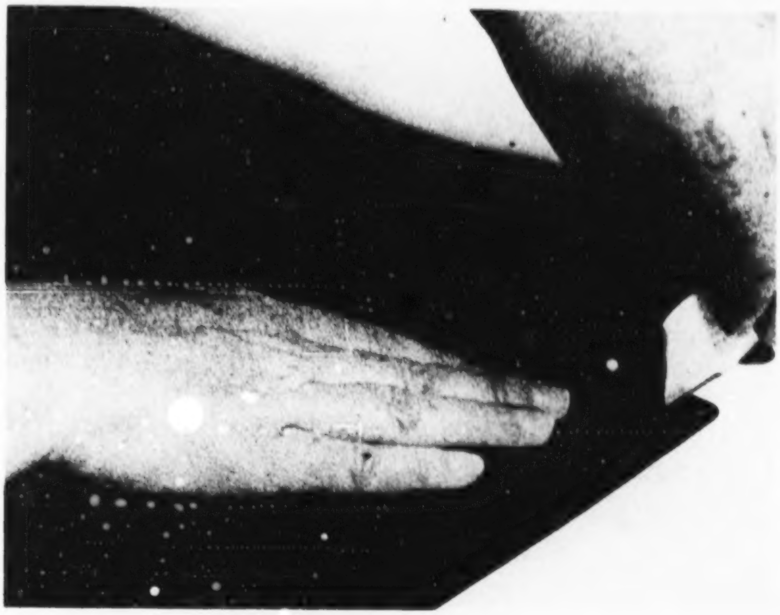
G. Match the 12-inch marks on the back and front of the left slacks leg to those of the back and front of the right leg (Figure F)

FIGURE F



H. Mark finished hem line of right leg by using the mark for the finished hem line of the left leg (Figure G)

FIGURE G



ALTERING READY-TO-WEAR
UNIT VI

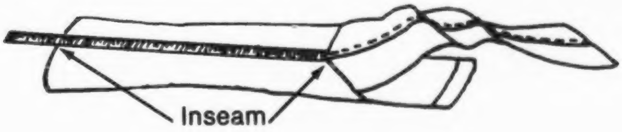
INFORMATION SHEET

I. Terms and definitions

A. Inseam — Measurement from crotch to hem (Figure 1)

(NOTE: When measuring use a wooden or steel measuring tool.)

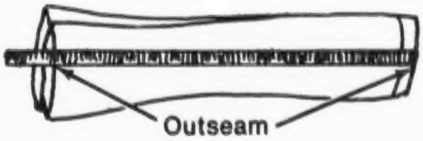
FIGURE 1



B. Outseam — Measurement from top of waistband to hem (Figure 2)

(NOTE: Usually, a man's actual waist is at the top of the waistband and a woman's actual waist is at the bottom of the waistband.)

FIGURE 2



C. Finger press — To flatten seam open with pressure from fingers rather than with an iron

D. Thread count — Number of yarns that make up one inch of fabric; a separate count is taken for length and width of fabric

E. Open seam — Remove stitching to get to the inside of garment

F. Merge — Guide a new sewing line in to gradually meet a previous row of stitching; also known as *sew from nothing* or *sew to nothing*

G. Pin fit — Pin seams and darts to hold them in place for fitting

INFORMATION SHEET

II. Indications of needed alterations and their causes (Supplement #2; Assignment Sheet #1; Figures 3-8)

A. Vertical folds — Result from excessive width (Job Sheets #1 through #3)

EXAMPLES:

FIGURE 3

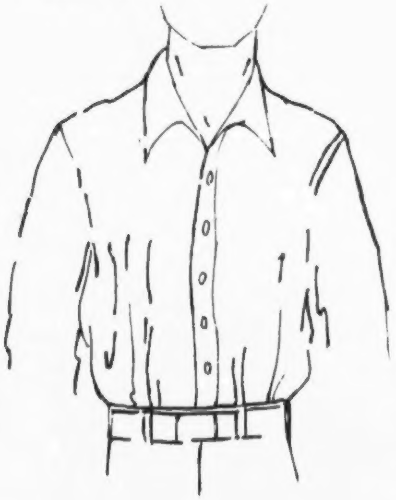
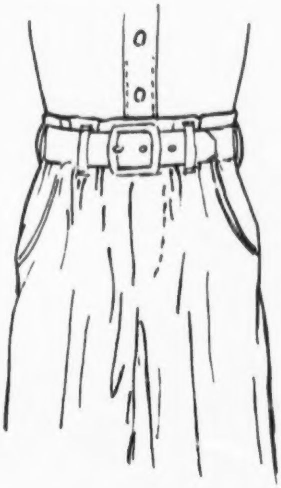


FIGURE 4



B. Horizontal folds — Caused by excessive length (Supplement #3; Job Sheets #4, #5, and #7)

EXAMPLES:

FIGURE 5

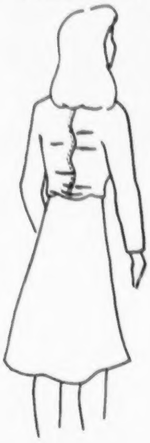
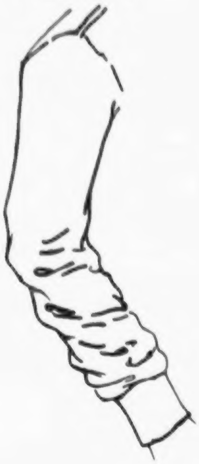


FIGURE 6

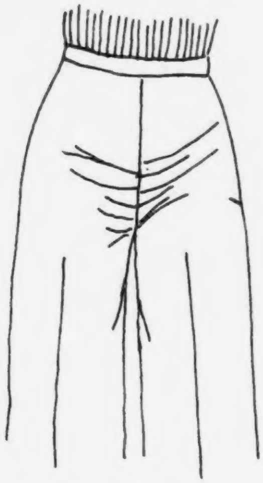


INFORMATION SHEET

C. Creases — Denote shortness between certain points (Job Sheet #6)

EXAMPLE:

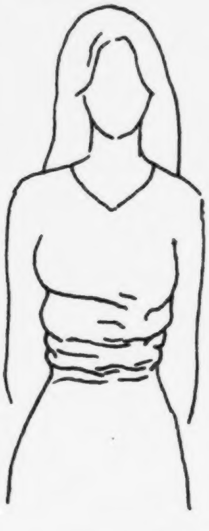
FIGURE 7



D. Fullness — Caused by tightness elsewhere

EXAMPLE:

FIGURE 8



(NOTE: Dress is tight over hips causing excessive fullness at waist. The waist is not the problem, as may be the first impression; it is the hips.)

INFORMATION SHEET

III. General rules to follow when altering ready-to-wear

A. Have garment on when making alteration markings

(NOTE: Ask someone who has proficiency in this area to make the markings.)

B. Consider alteration only if the upper part of the garment fits fairly well

(NOTE: The fewer alterations made on a garment the better. Altering the bottom of a garment is usually easier than altering the top. Avoid making armhole and neckline alterations if possible.)

C. Be sure the quality of the fabric justifies the expense of alteration

D. Check the fabric's ability to adapt to alterations

EXAMPLES: Does not ravel excessively; no punch holes from needle on former stitching lines

E. Consider if altering will destroy the fashion line of the garment

(NOTE: The style of the garment dictates what alterations can be made.)

F. Press all seams before resewing to make sure that former seam lines and hem creases will not show

G. Do not fit the garment too tightly

(NOTE: Clothing that is too tight accents figure flaws and will make a figure appear larger. Even a thin person will appear to have problem areas if clothing is too tight.)

H. Be symmetrical in your approach to alterations

(NOTE: Count the number of seams involved in alterations, multiply it by two, and then divide amount to be altered by this number.

EXAMPLE: To taper a shirt 2 inches
2 seams × 2 = 4
2" + 4 = 1/2"
Take shirt in 1/2 inch on each side seam

I. Consider the grain line

(NOTE: It is possible to distort the grain line, causing the garment to hang incorrectly.)

J. Do not trim corners or seam allowances unless they are extreme

(NOTE: It is often necessary to let a seam out after it has been taken in because of a mistake in fitting.)

K. Measure adjustments from stitching line, not raw edge of seam

INFORMATION SHEET

IV. Industrial construction methods that interfere with alterations

(NOTE: If garment needs to be altered, check for industrial construction methods that would prevent alterations before making the purchase.)

A. Glued hems and seams

(NOTE: Attempt to release glue by steaming.)

B. Drill holes used to mark darts and pocket placement

(NOTE: Slashed darts also prevent moving darts.)

C. Clips in seams

(NOTE: Notches used in industry are made by small cuts in the seam edge which prevent the seam from being let out.)

D. Minimum use of fabric in seam allowance

(NOTE: If commercial serger is used in stitching seams, there will be limited possibilities for alterations.)

E. Permanent pressing

(NOTE: Permanent creases prevent lengthening and letting out of hems and seams without an unsightly crease line. Synthetic fabrics are more prone to this than natural fibers.)

F. Small hems that cannot be let down

V. Ways to mark adjustment lines

(NOTE: Wax has been omitted from the list below because it has been known to leave marks on garments even after washing and/or ironing. Any marking product used should be tested on the garment in an inconspicuous place.)

A. With safety pins

(NOTE: Government regulations forbid cleaners to alter worn or dirty clothing. Clothes must be cleaned before they are adjusted; therefore, safety pins are used on worn clothing because straight pins fall out and chalk comes off during the cleaning process.)

B. With straight pins

(NOTE: Straight pins are not as secure as other methods of marking. Some prefer to pin on the outside and then follow pins with chalk markings on the inside once the garment is removed.)

C. With tailor's chalk

D. With thin soap slivers

E. With disappearing marker

ALTERING READY-TO-WEAR
UNIT VI

ASSIGNMENT SHEET #1 — EXAMINE A GARMENT FOR ALTERATIONS

NAME ____________________ SCORE __________

Being able to alter garments can be a big plus for your wardrobe. Mastering alteration skills will enable you to take advantage of sale items that are not in your exact size. It is important that the top should need only minor alteration unless you are expert at altering clothes.

Examine a garment that you are going to alter. Answer the following questions.

A. Will you be altering this garment in order to make it larger or smaller?

____

B. What type of garment are you altering?

____

____

C. Does the fabric look as if it has a tendency to ravel? ____________________

How will this affect the altering of the garment? ____________________

____

____

D. Will altering destroy the fashion line of the garment? ____________________

E. Can you be symmetrical in the alterations? ____________________

Explain your answer. ____________________

____

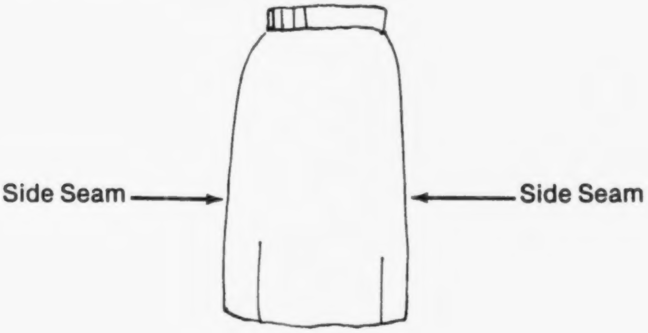
____

____

ASSIGNMENT SHEET #1

F. How many seams will be involved in the altering?

EXAMPLE: Two seams would be involved in altering the width of this skirt.



G. What industrial construction methods, if any, will interfere with the alteration of this garment?

PART II

After you have completed the alteration, answer the following questions.

A. What was your biggest challenge in completing this alteration project?

B. Do you feel that altering a garment is worth the time invested? ______

Explain your answer. ______

ASSIGNMENT SHEET #1

C. Are you pleased with the fit of the garment? ______________________________

Explain your answer. ____

____

____

ALTERING READY-TO-WEAR
UNIT VI

ANSWERS TO ASSIGNMENT SHEET

Assignment Sheet #1 — Completed to the satisfaction of the instructor

ALTERING READY-TO-WEAR
UNIT VI

JOB SHEET #1 — ADJUST WAIST OF SKIRT

I. Materials and equipment

   A. Skirt needing alteration

   B. Pins

   C. Tailor's chalk

   D. Tape measure

   E. Seam ripper

   F. Sewing machine

   G. Thread

   H. Iron and ironing board

II. Procedure for altering waist that is too loose

   A. Pin fit skirt at waistband, pinning equal amounts to be taken up on each side

   (NOTE: When it is not possible to pin fit, record waist measurement, measure the waistband, allow for ease, and make alteration.)

   B. Record waist measurement

   C. Remove waistband in areas requiring alteration

   (NOTE: It is not usually necessary to remove the entire waistband. Remove waistband beginning with the button side. It is best to avoid moving the buttonhole end of the waistband.)

   D. Alter top of skirt

   (NOTE: Stitch equal amounts from each seam or dart being altered. Stitch from the waistline down. Whenever possible, make adjustments in darts rather than seamlines.)

   E. Make waistband adjustments, considering waist measurement and pin fit of waistband

   F. Sew waistband back on skirt top as it was sewn on originally

   G. Replace button or other fastener

JOB SHEET #1

H. Press

I. Put away materials and equipment

III. Procedure for altering waist that is too tight

(NOTE: It is possible that this alteration cannot be made without a source of matching fabric, which is used to piece the waistband, or without adequate darts or seams that can be let out.)

A. Measure waistline

(NOTE: If the entire skirt needs to be altered, it may also be necessary to obtain hip measurement.)

B. Inspect skirt for areas that can be let out, such as waistband, seams in waistband, or seams and darts in skirt

C. Remove waistband in areas requiring alteration

(NOTE: It is not usually necessary to remove the entire waistband. Remove waistband beginning with the button side. It is best to avoid moving the buttonhole end of the waistband.)

D. Let skirt out in dart area or where necessary

(NOTE: Place new stitching lines in garment, merging where possible with previous stitching lines. Remove only previous stitching necessary in order to press seams open.)

E. Make adjustments to waistband

(NOTE: Piece waistband or use excess allowances found at waistband ends or in waistband seams to make these adjustments.)

F. Replace waistband on adjusted skirt waist as it was sewn on originally

G. Replace button or other fastener

H. Press

I. Put away materials and equipment

ALTERING READY-TO-WEAR
UNIT VI

JOB SHEET #2 — ADJUST WAIST OF SLACKS AT CENTER BACK

I. Materials and equipment

(NOTE: This job sheet discusses the procedure for adjusting the waist of slacks that have a center back seam.)

- A. Slacks needing alteration
- B. Pins
- C. Tailor's chalk
- D. Tape measure
- E. Seam ripper
- F. Sewing machine
- G. Thread
- H. Iron and ironing board

II. Procedure

- A. Determine the amount that needs to be taken in or let out
- B. Remove belt loop
- C. Take out stitching that holds the facing of the band to the slacks

  (NOTE: Remove the stitching about three to four inches on each side of the center back seam.)

- D. Take out stitching in center back seam for about seven to nine inches
- E. Determine new stitching line for center back seam

  (NOTE: When determining the new stitching line either take it in the needed amount or let it out the needed amount.)

- F. Pin seam
- G. Stitch new seam line

  (NOTE: If necessary, trim excess fabric and finish seam allowance.)

JOB SHEET #2

H. Press seam open

I. Press band and facing in place

J. Restitch facing in place by hand

K. Replace belt loop

L. Put away materials and equipment

ALTERING READY-TO-WEAR
UNIT VI

JOB SHEET #3 — TAPER SHIRT

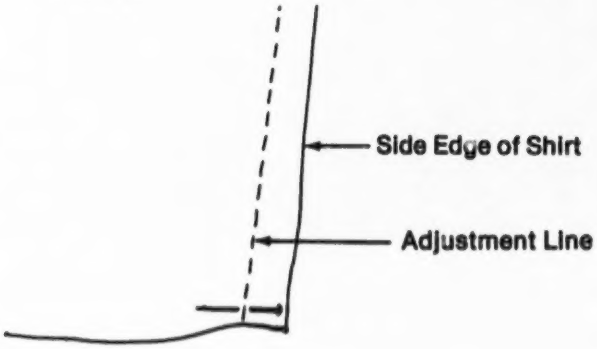
I. Materials and equipment

- A. Shirt marked for adjustment
- B. Shears
- C. Measuring gauge
- D. Pins
- E. Sewing machine
- F. Thread
- G. Seam ripper
- H. Iron and ironing board

II. Procedure

- A. Rip hem out of shirt about three inches on both sides of side seams
- B. Transfer adjustment lines to inside of shirt
- C. With RIGHT sides together pin shirt hem together on adjustment line (Figure 9)

FIGURE 9

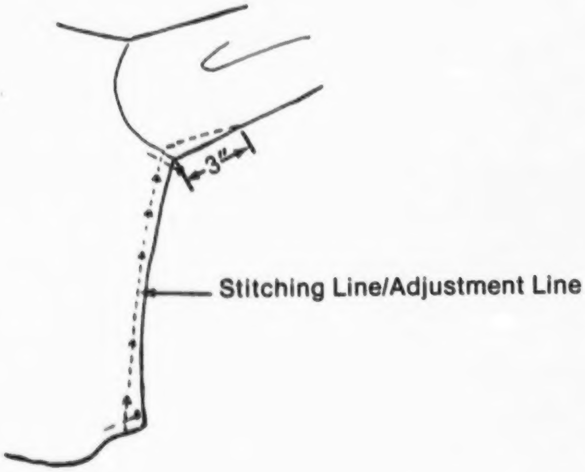


JOB SHEET #3

D. Pin shirt at underarm, matching seams

E. Begin sewing at the shirt bottom and continue sewing into sleeve for approximately 3 inches (Figure 10)

FIGURE 10



(NOTE: Stitching should merge into sleeve seam.)

F. Trim seam if necessary

(NOTE: If a close fit is desired, it may be necessary to sew curved or straight darts in the back of the shirt.)

G. Finish seam if necessary

H. Restitch hem in place

I. Press

J. Put away materials and equipment

ALTERING READY-TO-WEAR
UNIT VI

JOB SHEET #4 — SHORTEN LONG SLEEVES TO SHORT SLEEVES

(NOTE: This job sheet includes the procedure for shortening long sleeves to short sleeves with a plain hem and the procedure for shortening long sleeves to short sleeves with a mock cuff.)

I. Materials and equipment

   A. Shirt needing alteration

   B. Ruler

   C. Measuring gauge

   D. Shears

   E. Tailor's chalk

   F. Sewing machine

   G. Pins

   H. Thread

   I. Iron and ironing board

II. Procedure for shortening with a plain hem

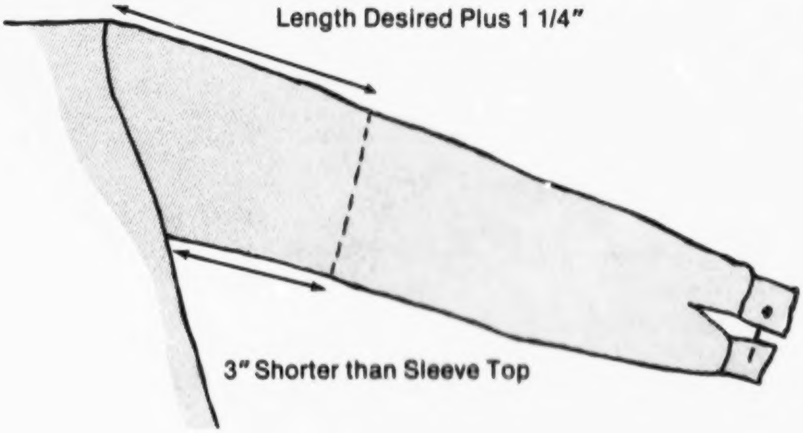
   A. Measure the length desired plus 1¼ inches for hem (See Figure 11)

   (NOTE: the average short sleeve measures 10 inches.)

   B. Measure the underarm seam 3 inches shorter than the top of the sleeve (See Figure 11)

   C. Draw a line across the sleeve connecting these two measurements (Figure 11)

FIGURE 11



JOB SHEET #4

D. Cut sleeve along this line

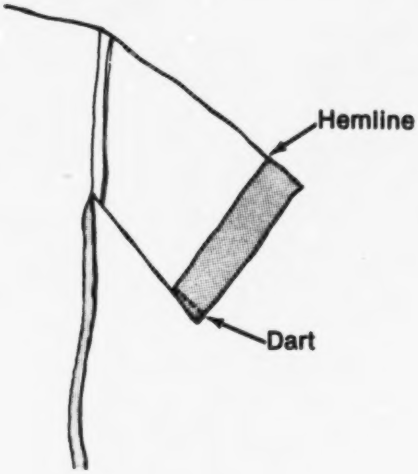
E. Turn sleeve under 1 1/4 inches

F. Turn raw edge under 1/4 inch

G. Stitch hem in place through all layers

(NOTE: Any fullness should be worked in at the seam. If fullness exceeds 1/4 inch, machine stitch a dart at the hemline before stitching hem in place. See Figure 12)

FIGURE 12



H. Press hem

I. Put away materials and equipment

III. Procedure for shortening with a mock cuff

A. Measure the length desired plus 1 1/2 inches for mock cuff (See Figure 13)

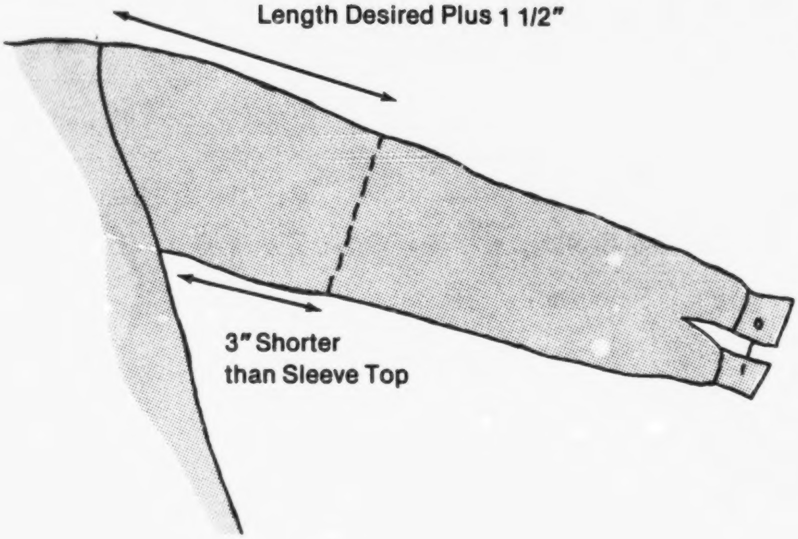
(NOTE: The average short sleeve measures 10 inches.)

B. Measure the underarm seam 3 inches shorter than top of sleeve (See Figure 13)

C. Draw a line across sleeve, connecting these two measurements (See Figure 13)

JOB SHEET #4

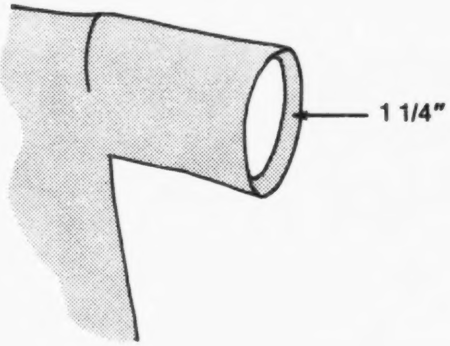
FIGURE 13


Length Desired Plus 1 1/2"
3" Shorter than Sleeve Top

D. Cut sleeve along this line

E. Turn sleeve hem edge under 1¼ inches (Figure 14)

FIGURE 14

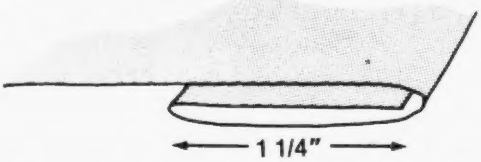


JOB SHEET #4

F. Turn sleeve hem edge under an additional 1 1/4 inches (Figure 15)

FIGURE 15

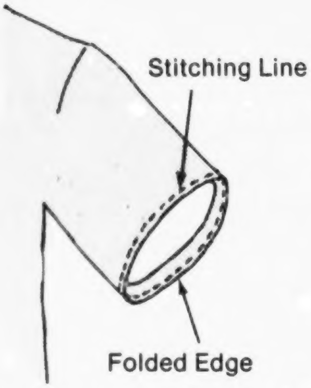
Cross-Section View



G. Stitch 1/4 inch from bottom folded edge (Figure 16)

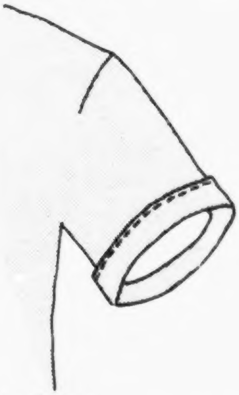
(NOTE: Check to make sure that the raw edge is caught in this stitching.)

FIGURE 16



H. Turn to right side by pulling cuff down from inside of sleeve (Figure 17)

FIGURE 17



I. Press

J. Put away materials and equipment

ALTERING READY-TO-WEAR
UNIT VI

JOB SHEET #5 — HEM SLACKS

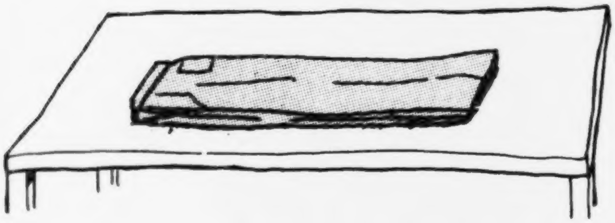
I. Materials and equipment

- A. Seam ripper
- B. Steam iron
- C. Work table
- D. Slacks marked for hemming
- E. Ruler
- F. Tailor's chalk
- G. Shears
- H. Sewing machine
- I. Pins
- J. Thread

II. Procedure for marking straight hems

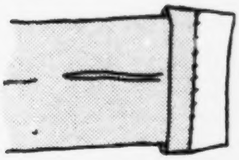
- A. Place slacks on work table (Figure 18)

FIGURE 18



- B. Turn slacks legs so that hems are visible (Figure 19)

FIGURE 19



JOB SHEET #5

C. Find end of hem stitch thread (usually near a loose loop) and pull until total hem is undone

(NOTE: You may need tip of seam ripper to help locate end of thread.)

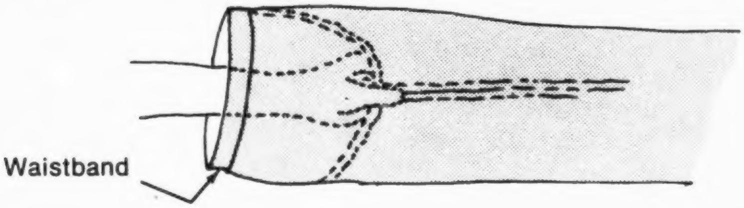
D. Repeat with hem in other slacks leg

E. Press out old hems

F. Place slacks on hard-surfaced work table

G. Hold crotch seam from inside (Figure 20)

FIGURE 20



H. Pull on each leg inseam while holding crotch seam

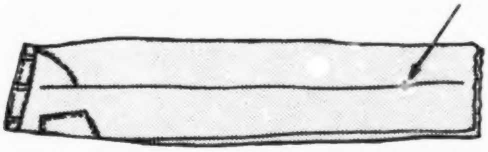
I. Pat legs flat while holding crotch seam

(NOTE: Holding crotch seam helps determine if legs are cut the same length.)

J. Indicate desired length of slacks using chalk mark on the outseam facing up (Figure 21)

(NOTE: Slacks length is determine by inseam or outseam measurement or by pins used for marking.)

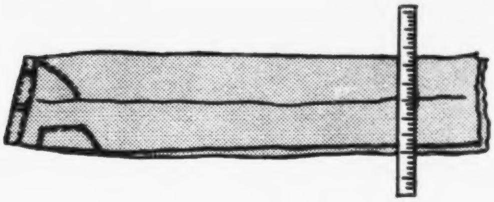
FIGURE 21



JOB SHEET #5

K. Place ruler across slacks leg with edge along chalk mark (Figure 22)

FIGURE 22



L. Hold ruler very firmly on slacks

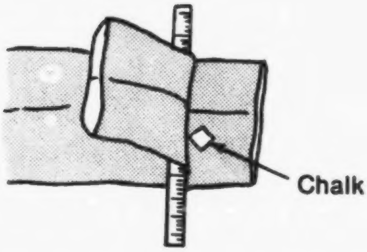
M. Mark slacks along ruler edge

N. Lift top leg of slacks

O. Mark inside seams (Figure 23)

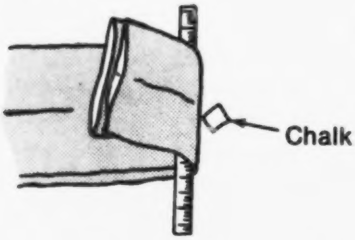
(NOTE: Chalk will mark both sides at the same time.)

FIGURE 23



P. Lift both slacks legs and mark other outseam (Figure 24)

FIGURE 24



JOB SHEET #5

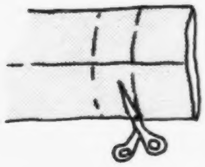
Q. Measure down $2\frac{1}{2}$ to 3 inches from chalked line

R. Repeat steps K through P

S. Cut off fabric from one leg at a time along lower chalk line (Figure 25)

(NOTE: This hem depth allows for mistakes.)

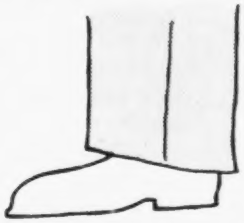
FIGURE 25



III. Procedure for marking angled hems (Figure 26)

(NOTE: The angled slacks hem is a current style.)

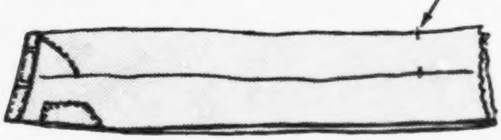
FIGURE 26



A. Indicate slacks length using chalk mark on outseam facing up

B. Place a ruler on chalk mark and mark a short line straight across on front fold (Figure 27)

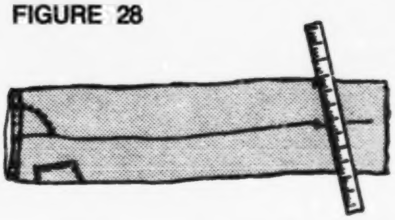
FIGURE 27



JOB SHEET #5

C. Leaving end of ruler at front fold marking, pivot ruler down so that hem on back will be estimated 1/2 to 3/4 inch lower than on front (Figure 28)

FIGURE 28



D. Draw line along ruler from front fold marking to back fold

E. Place ruler on waistband side of chalked line and hold ruler firmly on slacks

F. Lift top leg of slacks

G. Mark inside seams with chalk

H. Lift both slacks legs and mark other outseam

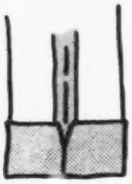
I. Measure down 2 1/2 inches from chalked line

J. Repeat steps D through H

IV. Procedure for hemming slacks

(NOTE: While sewing, it may be necessary to undo inseam slightly to avoid pulling on front hem. If this is done, it may be necessary to press a dart in the center back to absorb the split. See Figure 29. If hem is fuller than garment, the excess can be eased into the available space, or a dart can be sewn at the front and/or back fold[s] to take up excess fabric.)

FIGURE 29

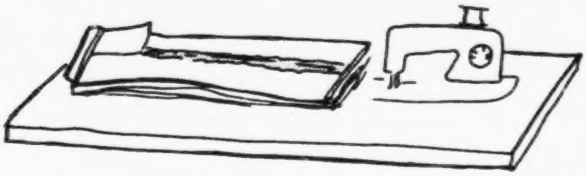


A. Turn slacks legs inside out

JOB SHEET #5

B. Position slacks near sewing machine (Figure 30)

FIGURE 30

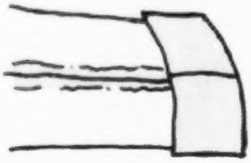


C. Hem slacks

(NOTE: Some fabrics are too sensitive to be hemmed on the machine; the stitching shows too much. These garments will need to be hemmed by hand.)

1. Fold hem up along fold line (Figure 31)

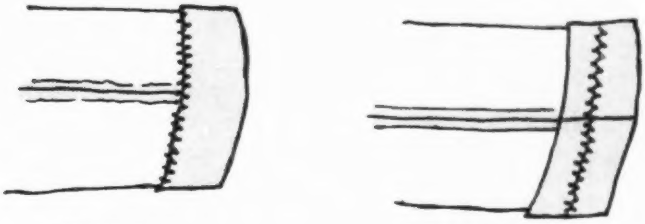
FIGURE 31



2. Slip hem up around machine arm

3. Position hem so that needle of machine falls into hem, close to cut edge (Figure 32)

FIGURE 32



Correct

Incorrect

4. Stitch around hems

D. Press hems

E. Put away materials and equipment

ALTERING READY-TO-WEAR
UNIT VI

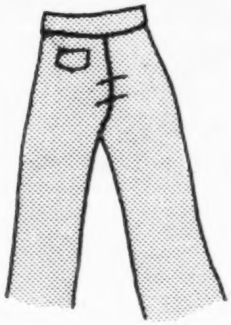
JOB SHEET #6 — SHORTEN CROTCH OF SLACKS

(NOTE: This procedure is used for both men's and women's clothing. The crotch of slacks can be made longer by letting the seam out instead of taking it in.)

I. Materials and equipment

A. Slacks marked for shortened crotch (Figure 33)

FIGURE 33



B. Seam ripper

C. Measuring gauge

D. Tailor's chalk

E. Sewing machine

F. Thread

II. Procedure

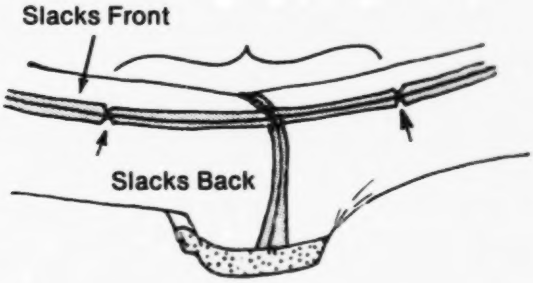
A. Measure the distance between the two adjustment lines on the seat of the slacks

JOB SHEET #6

B. Undo inside seam of each leg from notch to crotch (Figure 34)

(NOTE: If slacks do not have notches, remove stitching about 6 inches on each side of crotch.)

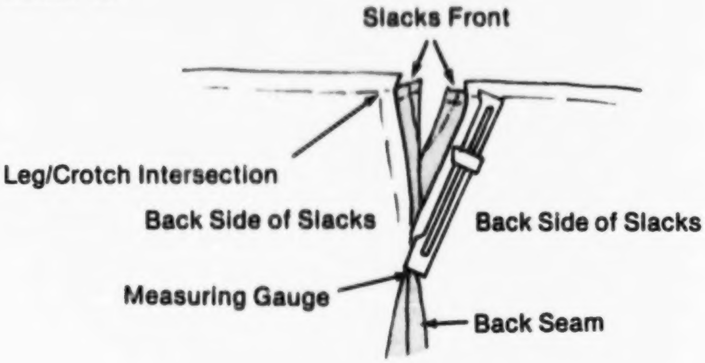
FIGURE 34


Slacks Front
Slacks Back

C. Undo the seat seam a few inches

D. Take measurement from Step A and apply it into the seat area of the slacks from the leg/crotch seam intersection (Figure 35)

FIGURE 35


Slacks Front
Leg/Crotch Intersection
Back Side of Slacks
Back Side of Slacks
Measuring Gauge
Back Seam

E. Mark measurement with chalk

JOB SHEET #6

F. Place chalk marking along former seam line of slacks crotch front and pin (Figures 36 and 37)

FIGURE 36

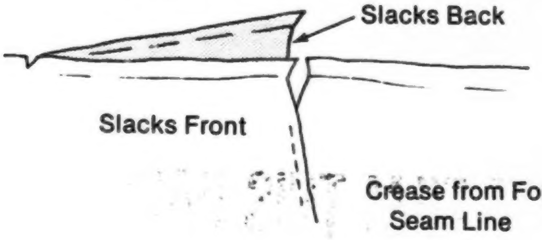
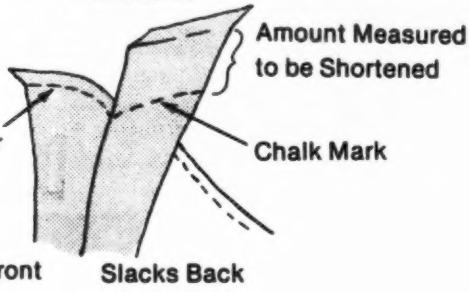

Slacks Back
Slacks Front

FIGURE 37


Amount Measured to be Shortened
Crease from Former Seam Line
Chalk Mark
Slacks Front
Slacks Back

G. Sew one leg from notch to crotch

(NOTE: Care should be taken not to make the slacks leg too tight.)

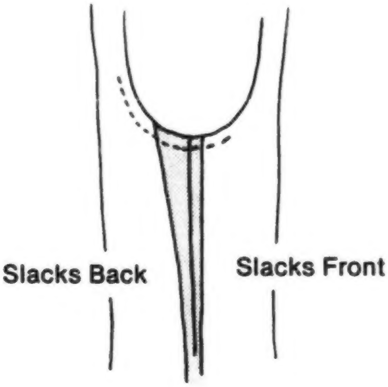
H. Sew the other leg from notch to crotch

I. Trim the seam allowance if it is excessive

(NOTE: Do not trim too close in case additional adjustments are needed.)

J. Sew from seat through crotch (Figure 38)

FIGURE 38


Slacks Back
Slacks Front

K. Put away materials and equipment

ALTERING READY-TO-WEAR
UNIT VI

JOB SHEET #7 — SHORTEN LONG SHIRT SLEEVES AT CUFF AREA

(NOTE: In this job sheet you will shorten the sleeve from the cuff. Some prefer to shorten the sleeve from the top of the sleeve. If this is done, check to be sure the sleeve is not tapered.)

I. Materials and equipment

   A. Shirt marked for sleeve adjustment

   B. Seam ripper

   C. Measuring gauge

   D. Pins

   E. Straightedge

   F. Shears

   G. Tailor's chalk

   H. Sewing machine

   I. Thread

II. Procedure

   A. Remove stitches that hold cuff to shirt sleeve

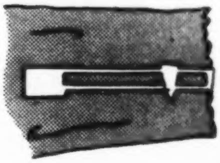
   B. Mark tucks or pleats

   (NOTE: It is best to do one cuff at a time so that you do not sew the wrong cuff on a sleeve and so that you have reference to how the cuff was put on.)

   C. From raw edge of sleeve, measure amount that needs to be shortened (Figure 39)

   (NOTE: If you measure from the raw edge, this allows same amount of seam allowance used initially.)

FIGURE 39

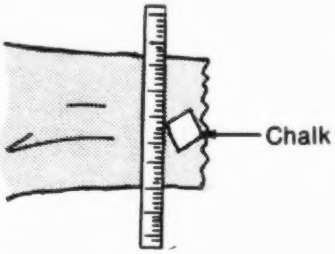


JOB SHEET #7

D. Lay shirt sleeve flat and mark cutting line along straightedge with chalk (Figure 40)

(NOTE: If sleeves are shortened a great deal and interfere with placket function or appearance, it may be necessary to move placket up.)

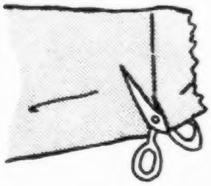
FIGURE 40



E. Cut along chalked line (Figure 41)

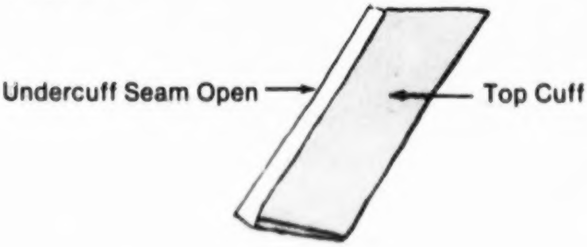
(NOTE: Be sure to remark notches.)

FIGURE 41



F. Flatten undercuff seam open with fingers (Figure 42)

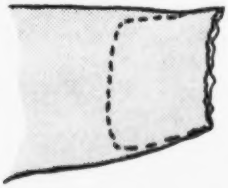
FIGURE 42



JOB SHEET #7

G. Place underside of cuff to inside of sleeve, making sure that placement is correct (Figure 43)

FIGURE 43

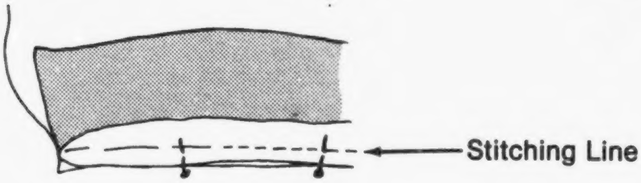


H. Pin cuff in place, matching edges and placing tucks and gathers as necessary or as they were before

(NOTE: It may be necessary to add tucks or gathers or to make adjustments in the seam line so the cuff will fit the sleeve properly. If this procedure is necessary, tucks or gathers should be added near the button and/or buttonhole. The tucks should fold toward the outside.)

I. Sew along cuff crease made from former seam line (Figure 44)

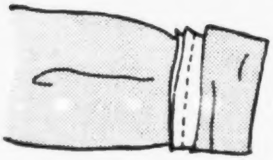
FIGURE 44



J. Remove pins

K. Pull cuff out flat with shirt (Figure 45)

FIGURE 45



L. Tuck seam into cuff area

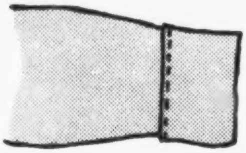
JOB SHEET #7

M. Pull top cuff over seam

N. Sew through top cuff close to edge, closing cuff (Figure 46)

(NOTE: Be sure to mark cuff that was shortened so that you do not shorten the same one again by mistake.)

FIGURE 46



(NOTE: Some people skip steps F through K, tucking the sleeve seam into the cuff and sewing through all thicknesses with one row of stitching. However, this method takes more precision.)

O. Put away materials and equipment

ALTERING READY-TO-WEAR
UNIT VI

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with altering ready-to-wear to their correct definitions. Write the correct numbers in the blanks.

______a. Number of yarns that make up one inch of fabric; a separate count is taken for length and width of fabric

______b. Guide a new sewing line in to gradually meet a previous row of stitching; also known as *sew from nothing* or *sew to nothing*

______c. Measurement from top of waistband to hem

______d. Measurement from crotch to hem

______e. To flatten seam open with pressure from fingers rather than with an iron

______f. Pin seams and darts to hold them in place for fitting

______g. Remove stitching to get to the inside of garment

1. Open seam
2. Thread count
3. Outseam
4. Inseam
5. Merge
6. Finger press
7. Pin fit
8. Alteration

2. Identify indications of needed alterations and their causes. Write the correct numbers in the blanks.

______a. Caused by excessive length

______b. Result from excessive width

______c. Denote shortness between certain points

______d. Caused by tightness elsewhere

1. Creases
2. Fullness
3. Vertical folds
4. Horizontal folds

3. State six general rules to follow when altering ready-to-wear.

a. ______________________________

b. ______________________________

c. ______________________________

TEST

d. ____

e. ____

f. ____

4. Identify industrial construction methods that interfere with alterations. Write an "X" in the blank before each correct answer.

______a. Glued hems and seams

______b. Buttons with shanks

______c. Drill holes used to mark darts and pocket placement

______d. Minimum use of fabric in seam allowance

______e. Extra wide hems

______f. Permanent pressing

______g. Detachable collar and cuffs

______h. Clips in seams

5. List four ways to mark adjustment lines.

a. ____

b. ____

c. ____

d. ____

(NOTE: Test questions 6 and 7 include the assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

6. Examine a garment for alterations.

7. Demonstrate the ability to

   a. Adjust waist of skirt.

   b. Adjust waist of slacks at center back.

   c. Taper shirt.

   d. Shorten long sleeves to short sleeves.

TEST

e. Hem slacks.

f. Shorten crotch of slacks.

g. Shorten long shirt sleeves at cuff area.

ALTERING READY-TO-WEAR
UNIT VI

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total is 130.)

1. (14 points)

   a. 2
   b. 5
   c. 3
   d. 4
   e. 6
   f. 7
   g. 1

2. (8 points)

   a. 4
   b. 3
   c. 1
   d. 2

3. (18 points)

   Answer should include any six of the following

   a. Have garment on when making alteration markings
   b. Consider alteration only if the upper part of the garment fits fairly well
   c. Be sure the quality of the fabric justifies the expense of alteration
   d. Check the fabric's ability to adapt to alterations
   e. Consider if altering will destroy the fashion line of the garment
   f. Press all seams before resewing to make sure that former seam lines and hem creases will not show
   g. Do not fit the garment too tightly
   h. Be symmetrical in your approach to alterations
   i. Consider the grain line
   j. Do not trim corners or seam allowances unless they are extreme
   k. Measure adjustment from stitching line, not raw edge of seam

4. (16 points)

   a, c, d, f, h

5. (4 points)

   Answer should include any four of the following

   a. With safety pins
   b. With straight pins
   c. With tailor's chalk
   d. With thin soap slivers
   e. With disappearing marker

ANSWERS TO TEST

6. Completed to the satisfaction of the instructor (10 points)

7. Performance skills evaluated to the satisfaction of the instructor (60 points)

   (NOTE: Student should complete a minimum of two alterations.)

   a. Adjust waist of skirt (30 points)
   b. Adjust waist of slacks at center back (30 points)
   c. Taper shirt (30 points)
   d. Shorten long sleeves to short sleeves (30 points)
   e. Hem slacks (30 points)
   f. Shorten crotch of slacks (30 points)
   g. Shorten long shirt sleeves at cuff area (30 points)